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ABSTRACT

This handbook provides the basic material needed to guide reading tutors in how to teach appropriate reading skills to children, both inside and outside the classroom. It is one of a series of three handbooks developed for the Right-to-Read tutor-training program; the others are the "Tutor-Trainers' Resource Handbook" (CS 002 047) and "Tutoring Resource Handbook for Teachers" (CS 002 045). Following an introduction, the contents include brief discussions of some of the characteristics of children who have problems learning to read, general principles of successful tutoring, the importance of teamwork, tips for tutoring, a breakdown of the major areas of reading skills, and a reading skills checklist. The bulk of the handbook consists of sample reading lessons for use by volunteer tutors. The appendix contains a copy of the Dolch Word List. (RB)

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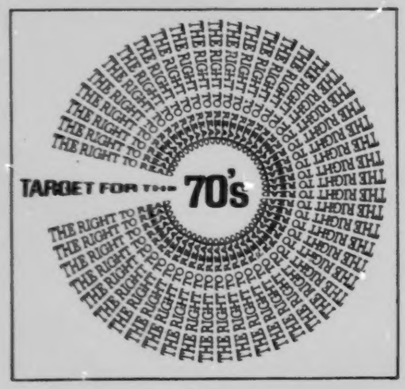
Tutors' Resource Handbook



assessment items and sample lessons

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FOREWORD

This "Tutors' Resource Handbook" provides the basic material needed to guide reading tutors in learning how to teach appropriate reading skills to children, both inside and outside the classroom.

It is one in a series of three handbooks developed for Right-To-Read tutor-training program. The others are the "Tutor-Trainers' Resource Handbook" and the "Tutoring Resource Handbook for Teachers." All the handbooks were prepared under the supervision of the Right-To-Read staff of the U.S. Office of Education. They focus on ways to plan and improve tutoring programs for children who need special help in learning to read during their first years in school.

This handbook was put together by combining, redesigning, and adding to the information in publications which were originally prepared by Leo C. Fay, J. Laffey, and Carl Smith of the Indiana University Reading Program faculty, under a grant from the Office of Education to the National Reading Center. The adaptations and the additional materials for this publication were undertaken by John E. Helfrich and Mary Jean LeTendre of the Office's Right-To-Read staff.

Children are our Nation's most precious investment. Your efforts and interest in their behalf, as a volunteer reading tutor, are indeed noteworthy. In helping children learn to read, you become part of the National Right-To-Read Effort and a contributor to the success of the Right-To-Read program.

Ruth Love Holloway
Director
Right-To-Read Effort

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INTRODUCTION

Children who have trouble learning to read can be helped when they have the close personal attention of a tutor. One tutor working with one child is known as the one-to-one plan. The purpose of the tutoring program is to bring to each child who is having trouble learning to read a trained tutor to give him the right kind of help. The tutor will learn to:

1. Give children lessons made up for them alone.
2. Review with children the work the teacher has given the whole class.
3. Get the children interested in school by planning lessons about the things they like to do.
4. Help the children to feel better about themselves and how well they can work in school by making sure they succeed at whatever work you plan for them.
5. Make reading fun.
6. Use many different ways to give lessons.
7. Read to children. Take them on trips. If they read about something they have seen or touched in person they'll understand it better.
8. Encourage children to talk. Let them choose stories they like.
9. Be interested in children. Trust them. They will be interested in you and trust you.

SOME CHARACTERISTICS OF CHILDREN WHO HAVE PROBLEMS LEARNING TO READ

The children who will be in the tutoring program will be those who have problems learning to read. Knowing some of the reasons why the child assigned to you may be having trouble will help you to work with your child. Not all of these characteristics will apply to all children, but your child may have one or more of them. Remember, though, that it is possible for children to have reading difficulties without showing any of these characteristics.

Often these children have:

1. *Difference in Language.* Reading written words depends on a whole set of language skills which the child learns from his home, his family, and his friends before he ever comes to school. Very few families ever talk to each other in the kind of words and sentences the children are expected to read in most basal readers. Most mothers do not really shout, "Run, Spot, run!" So the differences between the words and sentences the child knows how to use in his everyday talk and the ones he is expected to read may be a big problem for him.
2. *A Bad Opinion of Themselves.* Lots of children who have reading problems have been told over and over again that they are stupid, and that they cannot do things right. Time and time again, the best job they were able to do has not been good enough to satisfy their teachers. Pretty soon, they begin to believe that they really cannot do anything right. We all have days like this; imagine how discouraging it would be to feel that way all the time! Very often, if a child does not do very well in school at the start, he decides he is hopelessly dumb, gets depressed, quits trying and drops farther and farther behind his class.
3. *Nothing in Common With School.* Many children who do not do well at school have nothing in common with their schools. This affects them in two main ways. First, the world they are asked to read about in their textbooks seems very far away from the world they experience outside the classroom. If they have never seen a cow, a story about a farm will not have much meaning for them. Or, if they come from the country, a story about a factory in a big city will be hard to understand. Second, the things that they are asked to do in school seem to them to have no place in their "real" lives. They may look at reading as "square" and wonder if reading can ever be of any use to them. Unfortunately, they have probably heard school put down as stupid and time-wasting, and they may think of it as just another way the grown-ups and the cops and the government try to run their lives.
4. *A Need for a Payoff Now.* One of the most powerful tools the school uses with children is the grading system. A child who has never had good grades or much praise from his teacher may have a difficult time understanding why he should put aside something that is fun right now in favor of something that might be nice sometime later. Many of the children with whom you will be working will feel that if something does not "pay off" right now, it will not pay off at all.
5. *Emotional Problems.* Many children who have learning problems also have emotional problems. Perhaps their parents argue a lot; or perhaps they do not live together. Maybe the child is sure that no one loves him. A child who has moved often and gone to many different schools may suffer, too. Problems of this kind often interfere with his learning to read.

GENERAL PRINCIPLES OF SUCCESSFUL TUTORING

There are some things you have to be able to do in order to be a successful tutor:

1. Get to know and like the child.
2. Try to find out what interests him.
3. Be sure he succeeds, so that he will feel good about himself.

Getting Along With the Child:

Be yourself—it will take time and patience for you both to feel comfortable and friendly. Remember, fun and laughter help.

Suggestions

a. What a person is called is very important to him. Make sure you say his name the way he wants it said.

b. Make sure your student knows your name. Write it, along with your address and telephone number, on a card for him to carry with him.

c. Show your student that you are interested in him as a person. Ask him about himself:
What does he like to do?
Who are his friends?
What is his family like?
What are his hopes and dreams?

d. Try not to be absent or late for tutoring sessions. Let the student know if you can't be there. He will be watching closely to see whether or not you show up every time.

e. A few minutes of easy talk is a good way to begin. Listen to what the child has to say. Pay attention to him.

f. If possible, invite your child to go with you on trips or errands outside the school. Make this child your special friend.

Finding Out What Interests the Child

1. If the child likes you, his desire to please you will help him to learn.
2. Children like to do what interests them. Because you will be working with only one child at a time, you can work with things that really interest him.
3. How do you find out what interests him?
   a. Talk to him. Listen to him.
   b. Show him pictures and let him pick out the one he likes best and tell you about it.
   c. Line up a few simple toys and let him choose the one he likes best to tell you about.
   d. Begin a story and let him finish it. He can think of an ending to tell you.
   e. If he brings something to you, show interest in it and let him tell you about it. (It might be a bug, a rock, a piece of glass, etc.)
   f. Children like a pat on the back or a hug. Other rewards might be a star on a chart or a piece of candy, a chance to do something special, or a prize. These rewards should be given only when children know that they really did succeed in doing a lesson well. If you are a good tutor they will succeed in every lesson and will deserve a reward. The prizes could be saved for extra effort and for especially good work.

Making Sure the Child Succeeds

Even something as simple as having the child repeat a word after you have said it to him gives him a feeling of success. Here are some steps for making sure he succeeds:

Step 1. Begin by asking the child to do something you feel sure he can do.

Step 2. Praise the child for his success. Let him know you expected him to succeed by saying: "I knew you could do it."

Step 3. Move to the next lesson. Make sure it is only a very small move. Do something that is not much harder than the first step.

Step 4. If the child does that well, praise him and move on. If not, try something easier. If, for example, you show the child the word "there" and he reads it as "that," you say "there" (without telling him he was wrong), and then ask him to repeat it. When the child says "there," praise him and move on.

Step 5. Always end the tutoring time with praise or a special reward.

Helping the Child Feel Good About Himself

If a child thinks that he cannot learn school subjects he probably won't learn them. Many children come to school with the idea that they are "dumb" and can't learn. It is hard for a teacher to give the one-to-one attention needed to change this idea.

Psychologists and sociologists tell us that the ideas a person has about himself depend on how he thinks other people feel toward him and what he hears about himself from others. Children begin to "be" what they think other people think of them. If a child is told he is "dumb" or "slow" or that "he never gets anything right," he will begin to think of himself as a stupid person who cannot learn. As a result, he may not learn.

Your job as a tutor is very important. You must try to show that you think the child can learn and that he is a good learner. A warm, friendly feeling between you and the child lets him know that he is an important and worthwhile person. When you allow a child to succeed you are showing your faith in his ability. When you praise the child for his work and give him small rewards, you are showing him that he can do well in school.

TEAMWORK

You will be a member of the school team. It will be important for you to work with the person from whom you are asked to get your information. Information about the child you will tutor will come from his teacher. If the school decides that you should work with someone other than the teacher, be sure to follow these instructions and work closely with that person.

Confidential Information

When you talk over children's needs with their teacher, or see personal information in the records, such as test scores and report cards, remember that this information is not to be talked about outside the school. It is very important not to gossip about students, their homes, or the school. As a member of a professional team you will begin to see why this would be most unfair to the family, the student, and your school team.

School Standards

Most schools have established standards for such things as dress, punctuality, absences, and schedules. If the standards are not explained before you begin tutoring, ask that they be explained. Do what most of the teachers do. If you have any problem, talk it over with the person for whom you are working.

Find out exactly what the rules are for students. Misconduct by students should be reported to the teacher or supervisor in charge who will handle disciplinary problems. Discipline will not be part of your job.

Personal Relationships

Suppose you were tutoring the students of several teachers who, of course, have different ways of doing things. You will have to make every effort to adjust to the way each child's teacher works. Always remember that you can't possibly make mistakes when you manage to just be yourself. Work with people in a friendly but serious way. If for any reason you cannot seem to get along with either students or co-workers, discuss the problem with your supervisor. Ask for a change of assignment if no improvement takes place.

TUTORING TIPS

You will find that many of these tips have been mentioned earlier in this handbook. However, the purpose of this section is to present a complete set of tutor tips, and the repetition is intentional.

Tutoring Tips—General

1. Meet the student in a relaxed, friendly manner.
2. Learn his name and pronounce it correctly.
3. Let the student know you are truly interested in him by asking about him—his interests, friends, and problems.
4. Keep your schedule. If you cannot meet with the student at the regular time, be sure to let him know.
5. Give the student your full attention. Listen to what he has to say.

6. See the student's teacher regularly for instructions on the lessons to be taught.
7. Let the student know you are human, too. Don't be afraid to make mistakes.
8. Learn the school's rules and follow them.
9. Set an example for the student by being courteous and respectful.
10. Be prepared; have all materials ready. The student will think if you're not prepared, you're not interested.
11. Keep the lesson moving. When you notice the student losing interest, change activities.
12. Build the student's self-confidence. Let him know you expect him to do well.
13. Ask for help when you have a problem you are not sure you can handle.
14. Be patient. Progress may seem slow. After a few months you'll notice some gain.

Tutoring Tips—Reading

1. Begin at a level where the student can succeed. Move to more difficult tasks in gradual steps.
2. Give rewards for success. Praise is usually enough, but once in a while something special can be given.
3. Build the lesson around the student's interests.
4. Remember that reading means understanding (comprehension).
5. If the student doesn't know the answer, make sure he has time to think, but give the answer before he feels uncomfortable.
6. Help the student to learn new words and to use them in his speaking and writing. Sometimes you can ask the student to carry no more than 5 or 10 3- by 5-inch cards in his pocket to practice reading while waiting with his mother, for a bus, for an appointment, or for any reason. Each card should have one new word on it, with the word's definition on the reverse side. When the student begins to find himself using the word in conversation and writing, he can throw away the 3- by 5-inch card and get a new word in its place.
7. Help the student find books that interest him and that he can read by himself.
8. Read stories to him about subjects that interest him.
9. Keep a record or chart so that the student can see his own progress.
10. Let the student dictate a story to you from his own experience and use that for reading instruction.
11. Show him that reading is fun, for enjoying reading is as important as knowing how to read.
12. Try to make your own tutoring materials; these are often the best, and they also show your interest.
13. Try games; they have a particular appeal to learners.
14. It is true that the tutor's interest and enthusiasm may be the single most important part of success in learning.
15. The student needs to learn to be a careful listener. Be sure to have "listening" skills in the program.
16. Whenever possible, plan for the child to move around during the reading lesson. "Acting out" stories helps children to understand.
17. Seeing words, tracing them with the index finger of the preferred hand, saying words out loud, hearing words said—all these things help children learn to read.
18. Use a variety of materials to teach reading—books, magazines, newspapers, signs, labels, catalogs, et cetera.
19. A child builds his understanding of printed words by doing things, going places, seeing and hearing things, touching and tasting, moving about through space, and by interacting with other people (adults and children) and reading their responses of joy, sadness, anger, fear, et cetera.

MAJOR AREAS OF READING SKILLS

Reading is a complicated activity, made up of many parts. The following topics will describe some of these parts. The child with whom you will be working will probably have trouble in some or all these areas, so you will have to be familiar with how to help him in each one.

Comprehension

One way to define reading is that it brings meaning to printed symbols. The child can say what the passage is about, he can find the facts and opinions in it, he thinks about it, and he can decide whether or not be agrees with it. He *understands* what he has read.

Decoding

Children need to know what *sounds* (phonics) are indicated by the printed symbols (graphics) they see, such as:

1. Letters of the alphabet.
   There are two kinds of letters:
   a. The vowels are the letters *a*, *e*, *i*, *o*, and *u*.
   b. The consonants are all the other letters like *b*, *c*, *d*, *f*, *g*, *h*, et cetera.
2. Combinations of letters which are sounded together, like *th*, *ch*, *sh*.
3. Letters put together into syllables, like *-cog-*, *-por-*, *-lab-*.
4. Prefixes, which are groups of letters added to the beginning of a word and which change the meaning of the word. Some of these are *un-* (unfortunate), *in-* (intemperate), *re-* (recharge).
5. Suffixes, which are groups of letters added to the end of a word and which change its meaning. For example: *-ing* (snowing), *-ed* (looked), *-able* (laughable).
6. Whole words, like *man, fan, cat, sat, nut*.

This skill is called *decoding* by some experts. Reading teachers usually refer to it as *word-recognition skills*.

Study Skills

Ideally, reading must become a tool the child uses to help him find out what he wants and needs to know. So a part of teaching him to read is showing him how to use his reading ability as a tool. He must learn about the dictionary, and how to find information in the encyclopedia. He must learn how to report information he has gathered in a logical outline. He must learn how to read diagrams, graphs, and maps.

Reading in the Content Areas

The new reader must learn how to read and appreciate all sorts of material, ranging from a storybook to a science text. So he must understand the techniques for reading all these different types of materials. He will need to be able to appreciate meter, rhyme, and figures of speech in order to appreciate poetry. His study of science will require quick and accurate grasp of facts and formulas.

Motivation

Teachers care not only about how well a child *can* read, but how much he *does* read. A child who will not read is not much better off than a child who cannot read. It helps a child when you can arouse his curiosity. If he wonders about something that he has experienced, heard about, or seen on TV, help him to find his own answers. This may lead him to read on his own and to read many different materials.

READING SKILLS CHECKLIST

Many teachers have found that a checklist of reading skills helps to organize their instructional program around the needs of the individual student. A checklist provides both a record of individual strengths and weaknesses and an outline of the reading skills and attitudes that need to be taught. By checking off skills as they are accomplished, the teacher has a current picture of the child's reading ability.

A sample checklist of reading skills follows:

__________ 1. Reading stories to children
__________ 2. Listening while children read stories
__________ 3. Playing word games with children
__________ 4. Encouraging children to discuss ideas
__________ 5. Helping children write about their experiences
__________ 6. Making experience books with children
__________ 7. Study with children
8. Helping children *apply* reading to their lessons by:
  a. Using a dictionary
    __________ (1) Finding definitions
    __________ (2) Locating guide words
    __________ (3) Understanding diacritical marks
  b. Using an encyclopedia
    __________ (1) Understanding the index
    __________ (2) Locating and using key topics
  c. Developing library skills
    __________ (1) Selecting books
    __________ (2) Using the card catalog
    __________ (3) Using the check-out system
  d. Knowing the parts of a book
    __________ (1) Using the table of contents
    __________ (2) Using the index
    __________ (3) Using the glossary
  e. Reading magazines and newspapers
    __________ (1) For pleasure
    __________ (2) For information
  __________ f. Using a telephone book
  g. Using tables and schedules
    __________ (1) For the bus
    __________ (2) For lunch
  h. Using pictorial and graphic materials
      (1) To read maps
        __________ (a) of the school and neighborhood

________ (b) of the city
________ (c) of the United States
________ (d) of the world
________ (2) To understand the globe
________ (3) To read diagrams
i. Organizing information
________ (1) To outline
________ (2) To classify
________ (3) To summarize
________ 9. Assisting in recognizing basic words by sight
10. Working with the sounds of words
________ a. To hear words that rhyme
________ b. To recognize long and short vowels
________ c. To hear the suffix of words
________ d. To distinguish between consonants and vowels
11. Assisting in understanding the basic structure of words
________ a. Contractions
________ b. Compound words
________ c. Plural forms
________ d. Suffixes and prefixes
________ e. Root words
________ f. Abbreviations
12. Aiding in understanding the richness of words
________ a. Homonyms
________ b. Synonyms
________ c. Antonyms
________ d. Multiple meanings of words
________ e. Interpretation of figurative language
13. Helping the child to understand written language at several levels
a. The literal level
________ (1) Locating specific information
________ (2) Noting details
________ (3) Recalling sequence
________ (4) Locating main ideas
________ (5) Recognizing supporting ideas
________ (6) Identifying characters in stories
b. Interpretation of ideas
________ (1) Recognizing emotional attitudes
________ (2) Interpreting facts
________ (3) Seeing relationships
________ (4) Predicting outcomes
________ (5) Forming sensory images
c. Critical thinking applied to reading
________ (1) Separating fact from fantasy
________ (2) Distinguishing fact from opinion
d. Evaluation of written material
________ (1) To develop taste in reading
________ (2) To find various uses for reading
________ 14. Other: Your suggestions

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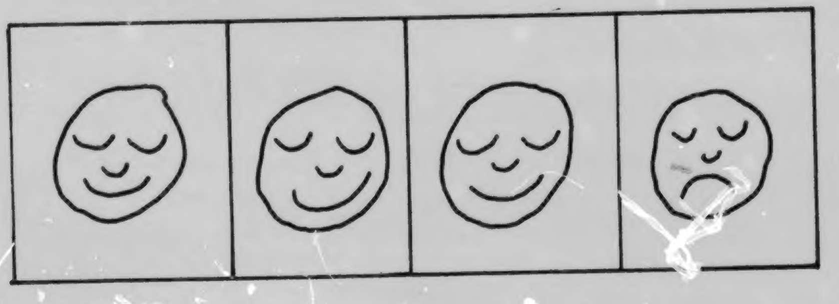
Sample Lessons

#1 NOTING DETAIL

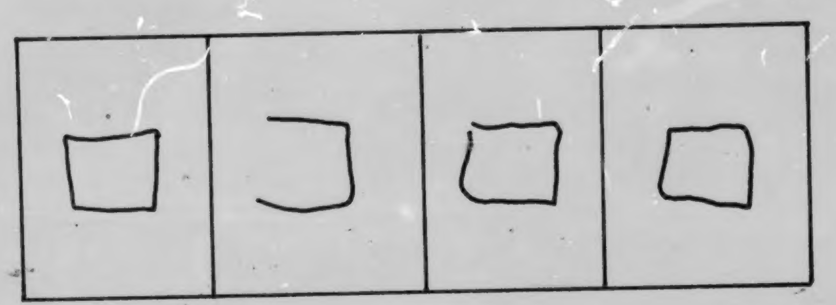
Preassessment

Objective: Given a picture missing one detail, the student will identify that difference.
Instructions: Point to the picture that is different.



Postassessment

Instructions: Point to the picture that is different.



SAMPLE LESSON #1

Reading Skill

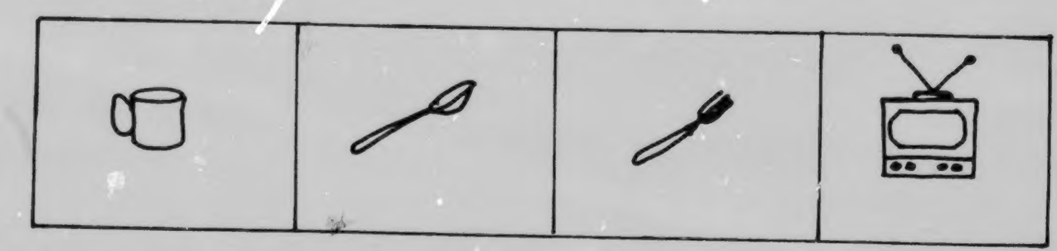
Noting Detail

Objective

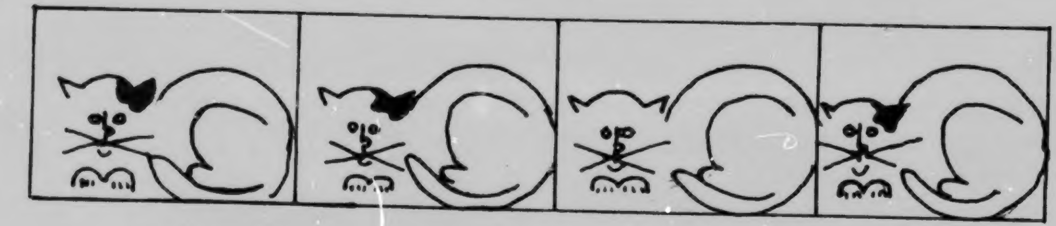
Given a picture missing one detail, the student will identify that difference.

Lesson

Prepare picture strips of four objects like the one below. Three objects are the same and one is different. Ask the child to point to the one that is different.



Next, prepare picture strips that have four pictures of the same object with one detail of one picture missing or different.



Another exercise for noting detail is to have the student look for "hidden pictures" in specially prepared pictures.

Notes

SAMPLE LESSON #2

Reading Skill

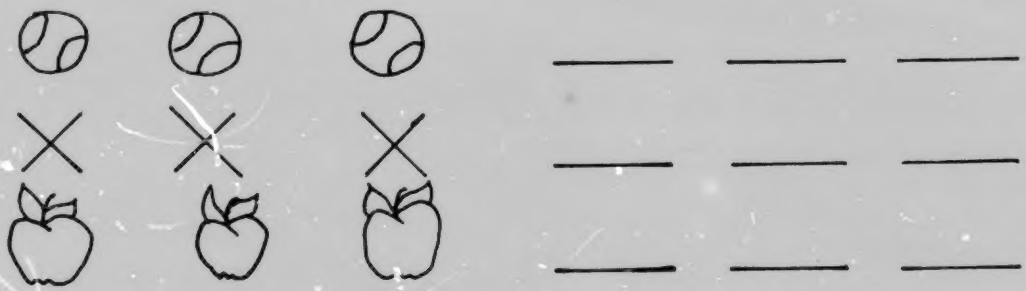
Reads From Left to Right

Objective

Given a reading selection, the student will demonstrate a left-to-right reading pattern by orally reading the lines of print from left to right.

Lesson

Provide the student with a worksheet on which you have started rows of objects and/or symbols followed by a series of blanks extending to the right-hand edge of the sheet. For example:



Ask the student to complete each *line* by drawing the object in each of the blank spaces. Indicate that he should fill the next blank to the right until all blanks are filled. Observe his progress to make certain that he does not skip blanks.

#3 LETTER FORMS

Preassessment

Objective: The student will cross out the unlike letters given a row of letters some of which are alike and some of which are not.

Instructions: The tester will say: "Cross out all the letters in each row which are not like the first letter."

a	o	d	e	a	u
c	c	e	c	o	c
r	a	r	n	r	r
w	w	v	n	w	z

Postassessment

Instructions: The tester will say: "Circle all the letters in each row which are exactly the same as the first letter."

g	b	f	g	h	g
o	o	a	e	o	u
b	d	f	b	p	b
t	f	t	h	l	t

SAMPLE LESSON #3

Reading Skill

Visual Discrimination—Letter Forms

Objective

Given a list of uppercase letters and another list of lowercase letters, the student will match the uppercase letter with its corresponding lowercase letter.

Lesson

Print each uppercase and lowercase letter on 3- by 5-inch tagboard. Review all uppercase and lowercase letters with the students. When a student has difficulty with a letter pair, state the name of the letter pair to the student and give him additional practice in recognition.

After a student has evidenced mastery of all letter pairs, ask him to match the following uppercase and lowercase letters:

P
R
J
B
E
C
A
I
L
M
Y

a
r
l
i
m
y
j
b
e
c
p

Notes

#4 SIGHT WORDS

Preassessment

Given a set of four words from the Dolch 220-word list (see appendix p. 145), the student will circle the word orally presented to him.

Instructions: (An overlay and crayon are necessary for this item.) Tester will say, "I am going to show you some words; then I am going to say one of the words. I want you to the word I say on each line" (cover words with transparency).
Look at the first line, circle the word THINK
Look at the second line, circle the word BROWN
Look at the third line, circle the word INTO
Look at the fourth line, circle the word JUMP
Look at the fifth line, circle the word GOOD

1.	ABOUT	LOOK	THINK	FULL
2.	BROWN	LIGHT	DOWN	TELL
3.	CALL	BECAUSE	INTO	WORK
4.	RIDE	HURT	PLAY	JUMP
5.	CARRY	GOOD	HIM	KNOW

Postassessment

Instructions: (An overlay and crayon are necessary for this item.) Tester will say, "I am going to show you some words; then I am going to say one of the words. I want you to circle the word I say on each line" (cover words with transparency).
Look at the first line, circle the word HAVE
Look at the second line, circle the word WILL
Look at the third line, circle the word OTHER
Look at the fourth line, circle the word NO
Look at the fifth line, circle the word DOWN

1.	THE	YOU	HAVE	WHEN
2.	WILL	EACH	ABOUT	HOW
3.	MANY	SOME	OTHER	INTO
4.	TIME	COULD	NO	MAKE
5.	MADE	OVER	DID	DOWN

SAMPLE LESSON #4

Reading Skill

Sight Words

Objective

Sight words are those words which the child must recognize instantly in order to become an efficient reader. Given basic sight words from the reading materials the student is using and a maximum exposure of 3-seconds per word, the student will recognize the words with 90-percent accuracy.

Lesson

Select sight words that can be pictured and prepare flash cards (3- by 5-inch) with the word printed on one side and the picture and the word under it on the other side. The teacher may have a set of flash cards that you can use.

Show the student the side of the card with the picture and word. Ask him to name the picture. Lead him to select the name that is the same as the sight word listed under the picture. Encourage the child to look at the printed word as he names the picture.

Praise the child for correct answers. Pronounce the word if the child gets it wrong and ask him to say it after you.

After the child can recognize the pictures show him the side of the card that has only the word on it. Ask him to say the word. If he says it correctly praise him as you turn the card over to show that he was right.

If the child gets the word wrong, say the word as you turn the card over. Ask him to say the word after you. Ask him to trace the letters of the word and then say the word.

Separate cards that the child does not know and continue to work on them in the same way.

Notes

#5 RHYMING WORDS

Preassessment

Objective: Presented orally with pairs of syllables, the student will discriminate between those pairs which rhyme and those which do not.

Instructions: Tester will say, "I am going to say some words, two at a time. You tell me if they rhyme. Let's try these." Tester says: "Jack . . . . Mack." Pause for student's reply, then: "horse . . . . hill." Pause for student's reply, then: "Jill . . . . pill." Pause for student's reply, then: "car . . . . far." Pause for student's reply, then: "mouse . . . . rat."

Postassessment

Instructions: Tester will say: "I am going to tell you a word. Then I am going to say some words. I want you to tell me which words I say rhyme with the first word I tell you. Your first word is CAT. You tell me which of these words rhyme with CAT." Read slowly the next five words—allowing the student to respond positively or negatively to each word.

1. bat cow hat rat house

"Your next word is RUN. Which of these words rhyme with RUN?" READ slowly:

2. sun rat blue fun gun

"Your next word is RED. Which of these words rhyme with RED?"

3. roll bed jump head stop

SAMPLE LESSON #5

Reading Skill

Rhyming Words

Objective

After listening to a series of rhyming words, the student will give another word with the same sound pattern.

Lesson

Ask the child to listen carefully. Say "CAT, RUN, POP" clearly. Ask: "Do those words sound the same or different?" Ask the child to say the words after you.

Say "FAT, BAT, SAT" clearly. Have him tell you how the words are alike. Lead the child to understand that all words in the second set end with the same sound pattern. Ask the child to name some other words that rhyme with those you have given.

Write the words on the chalkboard or print them in crayon on a piece of newsprint and fill in different beginning letters. Read the words to the child. Let him trace a word with the index finger of the hand he uses and repeat the word with you. Help him trace it if he needs help.

Pronounce the second group of rhyming words: "HOP, TOP, STOP, MOP." Follow the same plan as with the first group, except ask the child to underline the parts that rhyme.

Say to the child, "Words which end with same ending sounds are called rhyming words." Ask the child to name pairs of words that rhyme. Write the words as he says them. Ask him to underline the rhyming parts. Ask him if the underlined parts look the same.

Complete the lesson by reading rhyming verses to the child.

Try the Dr. Seuss books: *One Fish, Two Fish, Red Fish, Blue Fish; The Cat in the Hat; Fox in Socks.*

Notes

#6 CONSONANT SOUNDS

Preassessment

Objective: Given a nonsense word, orally, the student will name the initial consonant, and state another word beginning with the same consonant sound.

Instructions: Tester will say, "I am going to say some words, one at a time. I want you to tell me what letter each word starts with, and tell me another word that starts with the same sound. For example, if I would say BUK you would tell me that word begins with _____. Good (if correct), what is another word that begins with the same sound as BUK?"

Read each word, and wait for student to respond:

TOL
JOP
RAB
BON
MAGE
LOISE

Postassessment

Instructions: Tester will say, "I am going to say a word to you. You say the word after me, then I will show you some words. I want you to point to the words that start with the same letter as the word I say to you."
First say "DOP," then show student the first line of words.
Then say "PAG," then show student the second line of words.
Then say "MABE," then show student the third line of words.

1.	DIG	duck	BOY	DO
2.	Play	horse	go	point
3.	NOW	me	Mess	morning

SAMPLE LESSON #6

Reading Skill

Consonant Sounds

Objective

When the student hears a word that contains a consonant sound, followed by a list of letters, he or she will match the consonant sound in the word with its corresponding letter.

Lesson

Collect a number of common objects or their pictures whose names begin with single consonant sounds, such as BOOK, CUP, PENCIL, DIME, BUTTON, NICKEL, WINDOW, MOTHER, SISTER, and GIRL. Make word cards (3″ x 5″) with common words, some of which begin with the same consonant sounds as the objects and some of which do not. Do not use the names of the objects.

1. Have the student name the objects.
2. Lead the student to name the object that has the right consonant sound.
3. Ask the student to choose a word card that begins with the same sound as the object.
4. After the student has chosen a card with the correct beginning consonant sound, have him say the first letter of that word.
5. Ask the student to say another word that begins with the same letter and sound.
6. Provide the child with a picture magazine. Pronounce a word with a single initial consonant sound and ask the student to find pictures of objects that begin with the same sound.
7. Here is an alphabet of words you can use:

BOY
CAR
DOOR
FINGER
GIRL
HAT
JAM
KICK
LIGHT
MOM
NICKEL
POP
RING
SCISSORS
TV
VEGETABLE
WATER
YELLOW
ZERO

Notes

SAMPLE LESSON #7

Reading Skill

Short Vowels

Objective

When the child hears a word with a short vowel, he/she can pick the short vowel that has been heard from a list of vowels.

Lesson

Select a key word for each short sound, such as the sound of A as in APPLE, the sound of E as in BED, the sound of I as in STICK, the sound of O as in POT, and the sound of U as in HUT. Have the child say the words a number of times as he traces the underlined letters.

Prepare sentences in which there are a number of words containing short vowel sounds. The sentences may contain words with other vowel sounds, too.

Have the child read each sentence. Tell him any words he does not know. When he can read the sentence correctly ask him to underline any word(s) that contain the short vowel sound. Remind him to use the key words to help him find the same sound.

Sample sentences for each short vowel sound are:

SHORT A

A cat can have a bad day.
All dogs have bad days.
A man can cut a ham.

SHORT E

Bed, bell, belt begin with b.
Take the bell home.
The men will be wet.

SHORT I

I like big dogs.
Big pigs can dig in the mud.
Did you like ice cream?

SHORT O

Hop over the spot in the rug.
Look at the top go.
The boy eats hot dogs.
My pop made me a hot dog.

SHORT U

It is fun to run fast in the sun.
The truck is stuck in a rut.

#8 LONG VOWELS

Preassessment

Objective: Given two lists of simple words, the student will match those words which contain identical long vowel sounds.

Instructions: (This item requires the use of a transparent overlay and a crayon.) The tester will say: "I am going to show you two lists of words. I want you to draw a line between each pair of words that have the same long vowel sounds in them."

boat
gate
can
use
ride
leave

street
hide
rain
over
Dick
cute

Postassessment

Instructions: "I am going to show you some make-believe words. They are not really words, but we will pretend they are. I want you to show me the words that would have long vowels in them if they were real words."

pite
toar
reas
tis
buse

pabe
sosk
bain
tele
liep

SAMPLE LESSON #8

Reading Skill

Long Vowels

Objective

Given orally a list of words, the student will state the long vowel sound in each word with 100-percent mastery.

Lesson

Select a group of easily picturable words with long vowel sounds, one picture for each word. (Suggestions: gate, boat, peach, knife, blue.) Show the pictures, one at a time, to the student. After showing each picture, suggest five words with corresponding long vowel sounds. Then ask the child to name some words with the same vowel sound. Repeat this procedure with all five pictures. Review each picture and long vowel sound.

After the child has shown mastery of long vowel sounds, ask him to tell which long vowel he hears in the following words:

1. kite
2. cube
3. bleed
4. rake
5. light
6. toe
7. snake

Notes

#9 LONG VOWEL SOUND OF E

Preassessment

Objective: After listening to three words the student will tell you which word has the long vowel sound of *e*.

Instructions: Which word has the sound of *e* as in *bean?*

1. toy, white, meat
2. east, ten, ice
3. brown, green, gray

Postassessment

Instructions: What words can you say to me that have the sound of *e* as in *be*?

SAMPLE LESSON #9

Reading Skill

Long Vowel Sound of *E*.

Objective

After listening to three words with the long vowel sound of *e*, the student will give another word that contains the long vowel sound of *e*.

Lesson

Ask the child, "What sound in the words *we, green,* and *meat* is the same in each word?" The child should answer with the sound of *e* as in *we*. If the child does not give this answer repeat the words *we, green,* and *meat* and ask the same question.

Ask the child which word has the sound of *e* as in *we*. Say *blow, he, day*. The child should say *he*. Repeat this procedure using the words from the list below until the child can tell you which words have the sound of *e* as in *we*. Then ask the child to tell you all the words he knows that contain the sound of *e* as in *we*.

Some common words with the long sound of *e* are:

he
me
free
see
Pete
knee
bee
three
tree
feed
she
heat
beat
bean
even
key
sleep
return
meal
prepare

Notes

#10 CONSONANT AND VOWEL DISCRIMINATION

Preassessment

Objective: Given a random line of letters of mixed case the student, which he will identify **by** naming the letters and will classify as either consonants or vowels.

Instructions: The tester will say: I am going to show you some letters. I want you to tell me **the** names of the letters, and whether they are vowels or consonants.

g M w Q F c A X t
D o h j B I l d N
u r k S b E G m q

Postassessment

Instructions: Tester will say: "I am going to show you some letters. Then I am going to **make** some letter sounds. I want you to point to the letter whose sound I make, and tell **me** if it is a vowel or a consonant."

Sound B, await response. Sound K, await response.
Sound e, await response. Sound Z, await response.
Sound i, await response. Sound a, await response.

a z f k e b
u l i j m o

SAMPLE LESSON #10

Reading Skill

Consonant and Vowel Discrimination

Objective

Given a list of words, the student will identify the consonants and vowels in each word **with** 100-percent accuracy.

Lesson

On a playing card-sized tagboard, print all letters, *one to a card,* in both uppercase and lowercase. Allow two students at a time, with supervision, to play a card game as follows:

The student who begins the game will turn the top card of the deck face up. The other student will name the letter and classify it as a consonant or a vowel. If he correctly names and classifies the letter, he is allowed to keep the card. If not, it goes on the discard pile and the supervisor makes a note. The second student then turns a card over for the first player and the game is continued. The players continue until all cards belong to one or the other player. The cards are then counted and the one with the most cards is declared winner.

After a student has evidenced mastery of categorizing vowels and consonants, the following short check might be applied:

Ask the child to classify all letters in the following words:

when
boy
check
gentle
robust
apple

Notes

#11 CONSONANT BLENDS

Preassessment

Objective: When a student hears a word that begins with a consonant blend, the student will write that blend.

Instructions: The teacher will say: "I am going to say some words that start with two letters that make a sound together. I want you to write down those two letters."

1.	friend	freeze	from
2.	slippery	slide	sleep
3.	brown	bruise	brain
4.	grand	grow	grind

Postassessment

Instructions: The teacher will say: "I am going to say some words that start with two letters that make a sound together. I want you to write down those two letters."

1.	draw	drive	drop
2.	blow	blue	block
3.	glass	glimpse	glow
4.	train	trip	trap

SAMPLE LESSON #11

Reading Skill

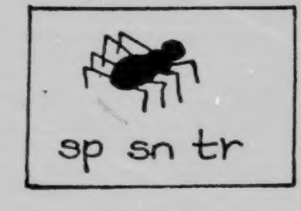
Consonant Blends

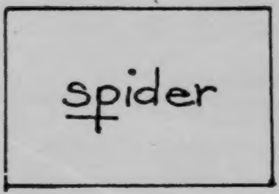
Objective

When he hears a word that begins with a consonant blend, the student will write that blend.

Lesson

Make blend cards (5" x 7") on which you have pasted a picture of objects whose names begin with common consonant blends, such as BLOCKS, SPIDER, GLASS, TRUCK, etc. Under each picture print at least four pairs of consonants that can form consonant blends. On the other side of the card print the name of the object and underline the consonant blend.





Show the cards to the student one at a time and ask him to name the objects and choose the consonant blend that gives the beginning sound of the word.

If the answer is correct praise the student and go on to the next card. If not, repeat the activity until he chooses the correct pair of consonants. When he does, reward him by praising him.

Notes

#12 USING CONTEXT

Preassessment

Objective: Given a list of words and a sentence missing one word, the student will select the word on the list which best completes the sentence.

Instructions: Have the child select the word which completes each sentence.

1. The book has a missing ____________.
   a. dog b. page c. dictionary
2. We are going to the ____________ to buy groceries.
   a. playround b. firehouse c. store
3. The school door was ____________ and the dog came into the school.
   a. shut b. empty c. open
4. My father was helping me learn how to play ____________ after school.
   a. baseball b. grass c. beautiful

Postassessment

Instructions: Have the child select the word which completes each sentence.

1. Help me put away the ____________.
   a. friend b. groceries c. cloud
2. Bring me a white ____________.
   a. have b. go c. block
3. He saw a little ____________ run down the street.
   a. house b. doughnut c. dog
4. The small girl was wearing a pink ____________ in her hair.
   a. ribbon b. dress c. mitten

SAMPLE LESSON #12

Reading Skill

Using Context

Objective

Given a list of words and a sentence missing one word, the student will select the word which best completes the sentence.

Lesson

Say to the child, "Many times we can tell what the word in a sentence is from the words around it. Here is an example:"

"The boy was eating an ice cream."
a. to; b. red; c. cone.

"Which word fits in the blank? That's right, *cone* does." Repeat the introduction until the child understands which words fits the following sentences, or others that you make up.

1. Marty ________ a black eye.
   a. house; b. had; c. harm.
2. The big boy had broken his ________.
   a. arm; b. come; c. harm.
3. We were reading the ________ when the lights went out.
   a. scissors; b. home; c. book.
4. Our school bus was in an ________ this morning.
   a. mess; b. accident; c. pasture.
5. Don't go near the hole, you might ________ in.
   a. fell; b. fall; c. fast.
6. Go over the lesson again so that you will know ________ of the facts.
   a. none; b. all; c. arm.
7. Close the ________, it's cold in here.
   a. glasses; b. drive; c. door.
8. Run down the ________.
   a. hill; b. up; c. magazine.
9. You can carry ________ in a pail.
   a. wave; b. water; c. was.
10. A dog wags his ________ when he is happy.
    a. paw; b. teeth; c. tail.

Write one of these words in the blanks that will complete the sentences that follow.

pail
go
he
red
up
and

1. The big boy said ________ was going.
2. My dog ________ I play a game.
3. My red ________ was broken.
4. We were watching a plane ________ in the sky.
5. The ________ car had a dented fender.

After the child finishes ask him, "How did you know those were the right words?"

Notes

#13 ROOT WORDS

Preassessment

Objective: Given a list of words, each containing at least one prefix and suffix, the student will identify the root word.

Instructions: The tester will say: "In the blank after each word, write the root word."

1. incompletely ____________
2. disorderly ____________
3. nonpoisonous ____________
4. dislocated ____________
5. unbelievably ____________
6. nonfattening ____________

Postassessment

Instructions: Tester will say: "I am going to show you some words. I want you to write the root word for these on the line in front of each word."

1. ____________ misspell
2. ____________ exchange
3. ____________ enclose
4. ____________ removable
5. ____________ degrade
6. ____________ unthinkable

SAMPLE LESSON #13

Reading Skill

Root Words

Objective

Given a list of words, each containing at least one prefix and/or suffix, the student will identify the root word.

Lesson

1. List on the chalkboard or in a notebook words which include either prefixes or suffixes (endings such as -er, -ed, -ing, etc.). The list might include such words as *talking, reader, recall, helpful,* etc. Pronounce each word for the student and ask him to identify the root word included in the longer word. Have the student underline the root word that he identifies.

2. Make two parallel lists, one of root words and one of prefixes and suffixes. Ask the student to choose the prefixes and suffixes that go with each root word. Try to use root words which can be combined with several prefix and suffix elements on the list.

#14 PLURAL FORMS

Preassessment

Objective: Given a list of singular words, the student will select from three possible alternatives the correct plural form of each singular word.

Instructions: (Cover item portion with overlay and provide student with crayon.) Tester will say: "I am going to show you a list of words. Across from each word are three other words. I want you to underline the word that is the correct plural for each word listed in the first row."

1.	ship	shipped	ships	shipers
2.	leaf	leaves	leafs	leafes
3.	cow	cows	cowes	cattle
4.	woman	womans	women	womanes
5.	fox	foxen	foxs	foxes

Postassessment

Instructions: Tester will say: "I am going to show you some words. I want you to tell me which words are plural and which words are singular." (Elaborate on meaning of plural and singular—if necessary.)

he
buildings
books
pigs
shelf
my
leaves
they
our
men
his
teacher

SAMPLE LESSON #14

Reading Skill

Plural Forms

Objective

Given a set of singular nouns selected from material at the student's reading level, the student will write the plurals with 100-percent accuracy.

Lesson

Make a worksheet list of sentences with key nouns. Print the singular and the plural form of the missing noun under each blank.

Ask the student to read each sentence silently and circle the right form of the missing noun. After he has finished, read the sentence aloud to him. If he can, get him to write in the word he has circled. If he cannot, you do it.

Ask him if the sentence is right as it was read. If it was not right, read the sentence using the right noun form and help the child to hear that the right noun form "sounds better."

Here are some examples:

1. Betty has three __________________.
   doll dolls
2. I am going to get a new __________________.
   bat bats
3. Five __________________ live in the house.
   bird birds
4. The new __________________ is painted red.
   truck trucks
5. All the __________________ came to play.
   child children
6. Bill lives in the __________________.
   city cities
7. Sue placed the __________________ beside the spoons.
   knife knives
8. A man cannot have two __________________.
   head heads
9. Mother put the cake in a __________________.
   box boxes.
10. I had to trim the __________________ around the house.
    bush bushes

Notes

#15 PREFIXES

Preassessment

Objective: Given a list of prefixes and a list of root forms, the student will combine each prefix with several roots to form new words.

Instructions: The tester will say: "Combine each prefix with several roots to form as many new words as you can."

Prefixes	*Roots*
mis	lay
dis	tie
re	please
un	arm

Postassessment

Instructions: The tester will say: "Underline the prefix in the following words."

1. prepare
2. decide
3. confer
4. exhale
5. insane
6. pronoun

SAMPLE LESSON #15

Reading Skill

Prefixes

Objective

Given a list of prefixes and a list of root forms, the student will combine each prefix with several roots to form new words.

Lesson

Prepare a worksheet with a crosswood puzzle using words with common prefixes. The example below uses the prefixes *re-*, *un-*, *dis-*, and *in-*.

	1 D	2 I	S	P	3 R	O	V	E							
		N			E									4	
		C			P									U	
		O			A					6				N	
		M		5	I	N	A	C	C	U	R	A	T	E	
		P			R					N				V	
		L								A				E	
7	R	E	P	E	A	T				B				N	
		T								L					
		E			8	I	N	F	L	E	X	I	B	L	E

ACROSS
1. Prove to be false
5. Not accurate
7. Say again
8. Not flexible

DOWN
2. Not complete
3. Put together again
4. Not even
6. Not able

Provide the student with whatever help he needs in reading the meanings. Emphasize the meanings of the prefixes.

Notes

#16 SUFFIXES

Preassessment

Objective: The student will identify suffixes within a given sentence.
Instructions: The tester will say: "Underline the suffixes in these sentences."

1. Jane was tireless in her cooking.
2. His safety habits were detestable.
3. That greenish water might be poisonous.
4. His cheerfulness made his appear boyish.

Postassessment

Instructions: The tester will say: "Complete these sentences by writing in the correct suffix."

1. The clerk said the purchase was not return ___________.
2. The ball team displayed good sportsman ___________.

SAMPLE LESSON #16

Reading Skill

Suffixes

Objective

The student will identify suffixes within a given sentence.

Lesson

Show the student a list of words which contain suffixes. Ask him to tell you the suffix in each word. The words might be:

thankless
handful
changeable
poisonous
boyish
golden
arrival
remarkable

Ask him if he can think of other words which have these same suffixes. He might give examples of two other words containing each suffix.

Prepare a worksheet of sentences which contain words with suffixes. Ask the student to underline the suffixes in the sentences. Sentences could be:

1. Brighten your day.
2. Jane was tireless.
3. John was ambitious.
4. The water was greenish.
5. The rehearsal was not held.
6. Grandfather is changeable.
7. Mother said she was thankful.
8. Watch for her reaction to the news.

Notes

#17 COMPOUND WORDS

Preassessment

Objective: Given a list of compound words, the student will circle the simple words which compose each compound word.

Instructions: (Cover item portion with an overlay and provide the student with a crayon.) The tester will say: "I am going to show you some compound words. I want you to circle the smaller words which make up each compound word."

1. milkman
2. starfish
3. horseshoe
4. classroom
5. airplane
6. cupcake
7. sunshine
8. skyscraper

Postassessment

Instructions: Tester will say: "I am going to show you some words. I want you to tell me which ones are compound words. Also, tell me the little words that make up each of the compound words you find."

1. postman
2. cattle
3. sidewalk
4. valentine
5. within
6. tomorrow
7. grandmother
8. hammer
9. firecracker
10. policeman
11. package
12. understand

SAMPLE LESSON #17

Reading Skill

Compound Words

Objective

Given a list of compound words the student will identify each part.

Lesson

Provide the child with a worksheet which contains a column of compound words and a column of the smaller words that make them up, in scrambled order. Here is a sample:

farmhouse
today
football
sidewalk
bookstore
cowboy
rainfall
snowman
playthings
cannot

day
boy
cow
farm
to
snow
things
not
foot
store
side
ball
rain
house
play
can
book
walk
man
fall

Have the child draw lines from each compound word to the words that are contained in it. Have the student pronounce each of the words and then the compound word.

Notes

#18 INFLECTIONAL ENDINGS

Preassessment

Objective: Given a word the student will add an inflectional ending and use the word correctly in a sentence.

Instructions: The tester will say: "Here are two words. Add each of the endings in the box to each word. Use all six new words in sentences."

	endings
play	s ed ing
jump	

Postassessment

Instructions: The tester will say: "Circle the ending which makes these sentences correct."

John is play(s, ed, ing) baseball.
Mary cook(s, ed, ing) dinner yesterday.
Susan look(s, ed, ing) pretty today.

SAMPLE LESSON #18

Reading Skill

Inflectional Endings

Objective

Given a group of incomplete sentences, the student will complete them by supplying the correct inflectional endings.

Lesson

On the chalkboard write "boy—boys," "walk—walked," "jump—jumping." Have the student read the words and circle the endings. Ask the student to give other examples of words with endings.

Write his examples on the board, asking him to circle the endings. Write several sentences containing verbs ending with "ed." Ask the student to tell how the sentences are alike. Have him write the verbs without their endings. Ask him to add "s" or "ing" to the verbs he has written, and to read them to you.

Prepare a worksheet of sentences which the student may complete by circling the correct inflectional ending. Sentences could be:

1. Susan is help (s, ed, ing) mother cook.
2. John play (s, ed, ing) ball until six o'clock.
3. Sally likes sew (s, ed, ing) best.
4. This dog run (s, ed, ing) fastest.
5. Jane look (s, ed, ing) for Spot until dark.
6. The teacher said I talk (s, ed, ing) too much in class.

Notes

#19 CONTRACTIONS

Preassessment

Objective: Given a list of contractions, the student will state the full expression for which the contraction stands.

Instructions: The tester will say: "I am going to show you some contractions. I want you to read each contraction, and tell me what words the contractions stand for."

1. I'm
2. aren't
3. that's
4. can't
5. hasn't
6. you'll
7. haven't
8. we've
9. I've
10. they'll

Postassessment

Instructions: (Cover reverse side of card with an overlay, and provide the student with a crayon.) Tester will say: "I am going to show you some sentences. Read each sentence to yourself, then fill in the blank with the contraction of the two words in parentheses before each blank."

1. Bobby (is not) ____________ going to town.
2. (Will not) ____________ Sharon come to the party?
3. My dog can jump high (can not) ____________ he?
4. (Do not) ____________ be afraid, (it is) ____________ all right.
5. Jim is studying spelling. (I am) ____________ studying arithmetic.

SAMPLE LESSON #19

Reading Skill

- Contractions

Objective

Given a list of word pairs, the student will write the contraction for each pair.

Lesson

Have the student read several sentences containing contractions and write the words that are combined in each of the contractions. Write phrases and their contractions on separate oaktag strips. Ask the student to match each phrase with its contraction. Remove the phrase cards, asking the student to identify the words in the contractions. Remove the contraction cards and ask the student to write contractions for each phrase. Prepare a worksheet by listing word pairs that can be written as contractions. Ask the student to write a contraction for each pair of words. For example:

do	not
will	not
they	are
we	are
you	are
can	not
are	not
I	am
it	is
we	will
you	will

Notes

#20 ABBREVIATIONS

Preassessment

Objective: Given a list of words commonly used in correspondence, the student will write the correct abbreviation for each one.

Instructions: The tester will say: "Write one abbreviation for each of these terms."

1. Avenue
2. Rural Route
3. Street
4. Boulevard
5. United States of America
6. New York
7. Post Office
8. Oregon

Postassessment

Instructions: The tester will say: "Write the abbreviations for the italicized words in these sentences."

Abbreviation

1. Her grandmother is *Mistress* Mary Baker. ____________
2. His tooth hurt, so he went to *Doctor* John Marshall. ____________
3. After his promotion, he became *Lieutenant* Glen Young. ____________
4. The sermon was given by the *Reverend* William Johnson. ____________
5. The letter was written by a member of the *United States* Congress. ____________
6. The ship's command was given to *Captain* Gary Bronson. ____________

SAMPLE LESSON #20

Reading Skill

Abbreviations

Objective

Given sentences containing unabbreviated titles, the student will supply the correct abbreviations.

Lesson

Write several abbreviations on the chalkboard. Ask the student to place periods where they are needed in the abbreviations. Have him identify the words for each abbreviation. These are examples of abbreviations which the student might know:

E.S.T.
TV
FBI
Rev.
Mr.
YMCA
p.m.
a.m.
Mrs.

Prepare a worksheet for the student. Ask him to write the abbreviations for the italicized words in each sentence. Examples might be:

1. My grandmother is *Mistress* Mary Kelley. __________
2. His tooth hurt, so he went to *Doctor* Black. __________
3. After his promotion, he became *Lieutenant* John Young. __________
4. The letter was written by a member of the *United States* Congress. __________
5. *Reverend* William Johnson gave the sermon. __________
6. *Captain* Gary Smith was in command of the ship. __________

Notes

#21 MULTIPLE MEANINGS OF WORDS

Preassessment

Objective: Given a sentence with a multimeaning word, the student will write a second sentence using a second meaning of the word.

Instructions: The tester will say: "In each of these sentences the italicized word has more than one meaning. Write a second sentence using another meaning for this word."

1. Jack will *face* the flag.
   Second meaning ____
2. *Ring* the bell for lunch.
   Second meaning ____

Postassessment

Instructions: The tester will say: "Write the meaning of the italicized word as it is used in these pairs of sentences."

Meaning
____________________ Jim took his *cap* off as he entered the room.
____________________ Help me get the *cap* off this bottle.
____________________ Stop *running* in the house.
____________________ The washer isn't *running*.

SAMPLE LESSON #21

Reading Skill

Multiple meanings of Words

Objective

Given a word and a sentence in which that word is used, the student will use the dictionary and context to identify the correct meaning of the word.

Lesson

Provide the student with a worksheet containing the following sentences:

1. The home team lost the baseball game by one *run*.
2. The car would not *run*.
3. They had a picnic in the *park*.
4. Where did Father *park* the car?
5. The small dog had a loud *bark*.
6. Indians used the *bark* of trees to make canoes.
7. The candle gave off a soft *light*.
8. Feathers are very *light*.

Ask the student to tell in his own words what the italicized word in each sentence means. Have him look up these words in his dictionary and write the correct meaning for each one. Have him write two sentences for each of the following words, using the second meaning in one sentence.

1. trunk
2. rock
3. iron
4. dress

Notes

#22 SYNONYMS

Preassessment

Objective: Given pairs of words, the student can tell which are synonyms.

Instructions: The tester will say: "Complete the second sentence so that it means the same as a blank in front of them. In the blank, write the number of the word from column two which means the same as the word in column one."

________ secret
________ ragged
________ stop
________ act
________ prove
________ bare

1. torn
2. quit
3. empty
4. hidden
5. deed
6. show

Postassessment

Instructions: The tester will say: "Complete the second sentence so that it means the same as the first."

Do not *harm* the flowers.	Do not ________ the flowers.
Toss the ball to John.	________ the ball to John.
Sniff the sea air.	________ the sea air.
Rise when the flag passes.	________ when the flag passes.
I like to vacation at the *ocean*.	I like to vacation at the ________.

SAMPLE LESSON #22

Reading Skill

Synonyms

Objective

Given pairs of words, the student can tell which are synonyms.

Lesson

Select an experience story the student has previously written. Identify and underline words for which synonyms might be substituted.

Explain to the student that sometimes it is possible to use different words that mean the same thing. Tell him that words which mean the same thing are called synonyms.

Ask the student to read his experience story and use a different word that means the same thing for those you have underlined.

The girl was crying.	The dog was a big one.
bawling	huge
sobbing	large
hollering	monstrous
weeping	gigantic

Notes

#23 ANTONYMS

Preassessment

Objective: Given a word, the student will write its antonym.
Instructions: The tester will say: "Write the antonym for each of these words.".

1. cold
2. down
3. big
4. black

Postassessment

Instructions: The tester will say: "Draw a line from each word to its antonym."

1. dry	laugh
2. ugly	pretty
3. easy	wet
4. cry	hard

SAMPLE LESSON #23

Reading Skill

Antonyms

Objective

Given a set of words, the student will supply antonyms.

Lesson

Ask the student to change the meaning of a group of phrases by substituting a word opposite in meaning to an important word in the phrase. Underline the important word which is to be changed. Here are some examples:

a *hot* day
a *large* dog
a *pretty* doll

Next ask the student to write a word opposite in meaning to each word in a list. The words used should have obvious antonyms. These are examples:

up
front
tall

#24 ORAL READING

Preassessment

Objective: Given an oral reading selection at his free reading level, the student will read with correct intonation and phrasing.

Instructions: The tester will say: "Read this story out loud. Try to sound as though you were really talking." The tester will check for proper pauses for punctuation and phrasing, and for natural intonation.

Christmas recess would begin tomorrow. Jack was very excited. He called to his mother, "What time do we leave for Aunt Susan's house?"

"Be quiet!" said Mother. "You know the baby is still sleeping, and so is your father."

"I'm sorry," said Jack, "Christmas only comes once a year, Mother."

1. Notes punctuation: yes no
2. Phrases properly: yes no
3. Good intonation: yes no

Postassessment

Instructions: The tester will say: "Read this passage to yourself. Draw a line wherever your voice would pause if you were reading aloud."

Susie and Jim liked to go to the skating rink. They usually went on Saturday morning. One Saturday morning the rink was closed. "Closed for Repairs," a sign said. "We can go to the movies," said Susie.

"That's a good idea. Let's walk over to see what is playing," Jim said.

SAMPLE LESSON #24

Reading Skill

Oral Reading

Objective

Given a passage to read aloud, the student will read with expression in a relaxed, natural voice and will observe phrasing and punctuation marks.

Lesson

Begin the lesson by indicating that you are going to ask him to read a passage for you. Set a purpose for reading orally; you might suggest that you want him to be able to read to a younger student or to a brother or sister at home.

Let the student practice reading the passage silently several times. Encourage him to ask for help on any word that is causing him trouble. After he seems to have developed some confidence, ask him to read it orally to you.

If he does a good job you might record his reading and let him hear his own efforts on tape. (This might be frustrating to a child who is having a lot of difficulty reading orally.) The tape can be used to locate specific areas of weakness.

One method of practicing oral reading is for you to pre-record the story and then ask the student to read along with you.

Notes

#25 MAIN IDEA

Preassessment

Objective: The student will select from a list of three statements the one which most closely describes the main idea of a given sentence.

Instructions: The tester will say: "Read each sentence and the three statements after it. Decide which of the three statements is most like the main idea of each sentence. Circle the statement you choose."

Sally went shopping at the market.

1. After work, Sally made some purchases at a store.
2. Sally is at a store doing her marketing.
3. Stopping at a store, Sally bought some apples and cheese.

The sun is coming out.

1. The clouds have disappeared, so the sun is shining.
2. It is now dawn and the sun is rising.
3. It is becoming sunny outside.

Postassessment

Instructions: The tester will say: "Write a title for each of these paragraphs."

The orange cat had white stripes and spots. He loved to chase flies and eat bugs. This cat wore a black collar with a name tag in case he got lost.

Jane wanted to play ball with her new softball. She looked across the street to see if Beth could play, but Beth wasn't at home. She called to her big brother Mike, but he didn't answer. He was busy reading. Jane needed someone, or she couldn't play.

SAMPLE LESSON #25

Reading Skill

Main Idea

Objective

Given a story to read and a list of three statements, the student will select the one which most closely describes the main idea of the story.

Lesson

Provide the student with some short stories (without titles) and a list of possible titles. Ask him to read the stories and then underline the best title for the stories.

The boys walked to the old house. It was dark and the wind made funny sounds. Jim thought he saw something move. The boys ran home as fast as they could.	*The Race Home* *The Haunted House* *A Dark Night*
Neil made a model airplane with his new tools. Father gave him some paint for the airplane. Just as Neil was about to paint the airplane, his dog hit the can. The paint splashed on the floor. Neil could not paint his airplane.	*Neil's Dog* *Father Helps Neil* *Neil and His Airplane*

Notes

#26 LOCATING FACTUAL INFORMATION

Preassessment

Objective: Given a paragraph, the student will locate the sentence which answers a question of fact.

Instructions: Have the student read the following paragraph to answer the questions you ask him.

Why did John want a bicycle?
John was going to be nine years old tomorrow. He had hinted and hinted to his mother and father that he wanted a new bicycle. He hoped that they would give him one. He was just too big to ride that little bike anymore.

Postassessment

Instructions: Have the student read the following paragraph to answer the questions you ask him.

Why did mother say that they had more than one dog?
Tom's dog, Princess, was missing from the yard when he got home from school. He looked and looked for her. Finally he went into the house to ask his mother where Princess was. His mother opened the basement door and told him to go down to see what Princess was doing. She said that Princess was no longer their only dog. When he found Princess he found five other dogs with her all snuggled sound asleep next to her.

SAMPLE LESSON #26

Reading Skill

Locating Factual Information

Objective

Given a paragraph, the student will locate the sentence which answers a question of fact.

Lesson

Tell the student you want him to find some information for you. Tell the student the facts you want him to find, then provide him with a sentence which contains the information. For example:

Fact required: The color of the balloon.
Sentence: Robert's balloon was red.
Fact required: The place where Charles went.
Sentence: After dinner Charles went to the pool.

Gradually increase the difficulty of the information and sentences.

Fact required: The thing Mary had to do before she could go out to play.

Sentence: Mother told Mary she could go outside but first she had to clean her room.

Then move to short paragraphs. Ask the student to find two or more pieces of information, in a paragraph, depending on the information provided. Here is a simple paragraph that you could use to find at least three pieces of information:

Facts required:

1. The place the Smiths were going.
2. How they were going to travel.
3. The time they would stay.

Paragraph: Everyone was excited. This would be their first trip to the lake. Beth had packed enough clothes to last a month even though they could stay only one week. They were not sure the car would hold all the bags.

Notes

#27 DISTINGUISHING BETWEEN FACT AND OPINION

Preassessment

Objective: Given a group of sentences some of which are fact and some of which are opinion, the student will be able to tell the difference.

Instructions: The tester will say: "In these sentences some are facts, statements about which all will agree. Others are opinions, statements that may not be agreed upon by everyone. Write 'F' after the statements that are facts. Write 'O' after the statements that are opinions."

Summer comes after spring. ____________
Wayne is not a good student. ____________
Mrs. Brown is a good teacher. ____________
September has thirty days. ____________
Labor Day is a national holiday. ____________
Girls are smarter than boys. ____________

Postassessment

Instructions: The tester will say: "Read these two paragraphs. Circle the paragraph in which all the statements are facts."

California is the most beautiful State. Highway 1 is the prettiest drive in California. The trees and plants along the road are the most beautiful found in the United States.

California is the third largest State in the United States. Los Angeles is our country's second biggest city. People from many different countries visit California.

SAMPLE LESSON #27

Reading Skill

Distinguishing Between Fact and Opinion

Objective

Given a group of sentences, some of which are fact and some of which are opinion, the student will state which are fact and which are opinion.

Lesson

To prepare the student for this lesson, tell him that statements about which all will agree and which are not open to different interpretations are facts. For example:

1. Today is ____________ (name of the day).
2. Summer comes after spring.
3. September has 30 days.

Opinions, on the other hand, may not be agreed upon by everyone. They may represent different points of view, such as:

1. It is (or is not) hot today.
2. Wayne is (or is not) a good student.
3. Girls are (or are not) smarter than boys.

After presenting these examples, have the student give other examples of fact and opinion. Discuss them with him.

Notes

#28 RECALLING SEQUENCE

Preassessment

Objective: Given a paragraph and a list of statements relating to its content, the student will place these statements in order of their occurrence.

Instructions: The tester will say: "Read this paragraph and the list of statements after it. Number the statements in the order in which they happened in the paragraph."

John knew he was going to miss the bus. His teacher would not like his being late again. John had to hurry, so he began to run so fast his hat blew away. He jumped over a fence and tore his shirt. He cut across a neighbor's yard and slipped in the grass. The grass left a green spot on John's shirt. John felt like he was going to cry.

____________ John slipped and fell.
____________ John thought he might cry.
____________ John knew he was late for school.
____________ John's shirt was torn.
____________ John lost his hat.

Postassessment

Instructions: The tester will say: "These paragraphs tell how to prepare foods. The sentences are not in the correct order. Place a number in front of each sentence according to the order in which the foods are prepared.

________ Put a slice of ham and a slice of cheese on the bread.
________ Put mustard and catsup on the bread.
________ Put a pickle and some lettuce on the bread.
________ Cut the bread in two halves.
________ Put the eggs in a hot pan with butter.
________ Beat some eggs with a fork.
________ Put the eggs on a plate to eat.
________ Put some milk and salt in the eggs.

SAMPLE LESSON #28

Reading Skill

Recalling Sequence

Objective

After reading a story, the student will retell its events in sequence.

Lesson

Provide the student with short stories and a number of sentences describing events in the story. The sentences should be out of order. Ask the student to read the story and number the sentences in the order in which they happened. Examples:

A. Sam sat on the first hydrant. Up the street he saw his big brother John. John was playing ball. Sam ran to John and asked to play with him. John said that the game was not for little kids. Sam went back to the fire hydrant.

1. ________ Sam saw his brother.
2. ________ Sam was sitting on the fire hydrant.
3. ________ Sam asked to play.

B. Earl got a dime from his mother. He held it tight on the way to the candy store. The big boys guessed that he had some money. They wanted it. They tried to get it. Earl ran fast and got to the candy store. He bought a candy bar. He ate it up quickly so that the big boys would not take it.

1. ________ Earl ate the candy.
2. ________ Earl got a dime.
3. ________ Earl ran fast.

Notes

#29 PREDICTING OUTCOMES

Preassessment

Objective: Given a reading selection and a set of conclusions, the student will identify the logical conclusion.

Instructions: The tester will say: "Read this selection and identify the most logical conclusion."

They walked until they came to the lion cage. A huge lion lay on the floor, gnawing a bone. Near him lay a small cub fast asleep. The children continued to walk around the zoo. They came to the monkey house. Crowds of people were there. Their father did not take the children inside.

The children did not go in the monkey house because:

1. it was closed
2. it was crowded
3. it was far away

Postassessment

Instructions: The tester will say: "These three sentences tell a short story. Write a fourth sentence to complete the story."

John wanted a new bicycle. He washed cars and mowed lawns. Soon John had enough money saved. ____

____

SAMPLE LESSON #29

Reading Skill

Predicting Outcomes

Objective

Given an incomplete story and three different endings, the student will select the best ending to the story.

Lesson

Read the first part of a story to the student. Ask him to tell how he thinks the story will end. Draw out the student by asking why he thinks the story will end that way. Have him suggest other possible endings.

Have the student read stories like the ones given below and select the best ending for each one.

Jerry was about to finish mowing the lawn. He was mowing under the apple tree. Just then he saw a tiny bird on the ground. He saw the nest just above his head.

Mother baked a big cake.
Mary put on her best dress.
Her friends would be there soon.

1. Jerry finished mowing the lawn.
2. Jerry put the bird back in the nest.
3. Jerry took the bird into the house.

1. Mary was going to the movies.
2. Mary tore her new dress.
3. Mary was having a birthday party.

Notes

#30 INTERPRETATION OF FACTS

Preassessment

Objective: Given several selections giving instructions on the same process, the student will identify the paragraph among them which is most clear.

Instructions: The tester will say: "All of these paragraphs tell how to make an ornament for the Christmas tree. Circle the paragraph which is most clear."

I. Take some paper. Roll it around a pipe cleaner. Use a lot of paste. Let it dry. You can paint it any color. Hang it on the tree with the pipe cleaner.

II. Tear a sheet of newspaper in half. Wad it up around a pipe cleaner. Soak strips of newspaper in wet wheat paste. Wrap these around the wadded paper until you have a smooth ball. Let it dry before you paint it. Use the pipe cleaner to hang it on the tree.

III. Use some newspaper. You will need a pipe cleaner and some wheat paste, too. Tear some paper into strips. Mix the wheat paste with water. Wrap up a ball with the newspaper. Let it dry and paint it. Hang it up on the tree.

Postassessment

Instructions: The tester will say: "Circle the number of the following paragraph which is most accurate."

I. About 100,000 records were sold in our country during the late 1960's. Several thousand were records of the same song. This lowered the number of different tunes compared with the total number of records.

II. About 100,000 records were bought in this country during the last half of the 1960's. A few thousand were cuts of the same tune, so the number of different songs wasn't as high as the total amount sold.

III. A total of 103,416 records were brought in this country from 1965-1969. A total of 6,074 pressings were cuts of the same tune; therefore, the number of different tunes sold totaled 97,342.

SAMPLE LESSON #30

Reading Skill

Interpretation of Facts

Objective

Given several statements presenting factual information, the student will list each under an appropriate heading.

Lesson

Provide the student with a worksheet listing a number of statements describing work and play activities. Place each statement under the appropriate heading using the corresponding numbers.

	Work	Play
1. The neighbor is fixing his car.	______	______
2. Mother is washing the clothes.	______	______
3. Billy is skating.	______	______
4. Larry is mowing the grass.	______	______
5. The milkman brought the milk.	______	______
6. Helen changed her doll's clothes.	______	______
7. Phillip caught the ball.	______	______
8. The Boy Scouts went camping.	______	______
9. Everyone helped rake leaves.	______	______
10. Bobby helped wash the car.	______	______

Notes

SAMPLE LESSON #31

Reading Skill

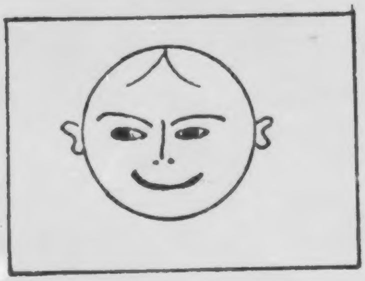
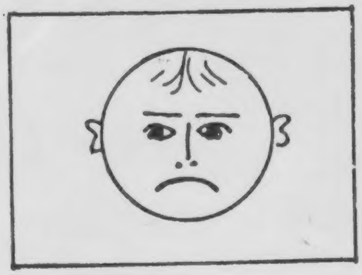
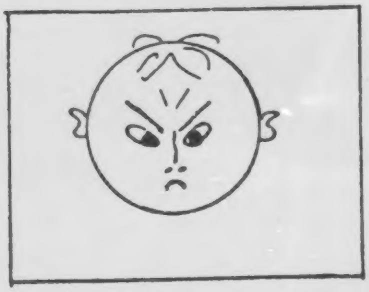
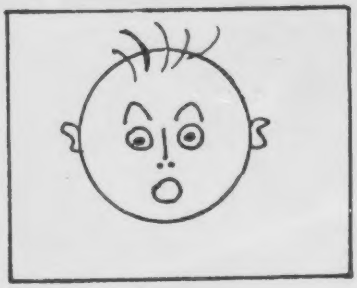
Recognizing Feelings

Objective

Given a short story with a main character and a list of words describing feelings, the student will identify those words that describe the feelings of the main character in the story.

Lesson

Make picture cards which illustrate people with various expressions. Here are some examples:

Read stories to the student which describe characters displaying feelings. Ask the student to identify the card which matches the feelings of the characters in the story.

#32 IDENTIFYING FIGURATIVE LANGUAGE

Preassessment

Objective: The student will choose the correct meaning of a sentence containing figurative language given the meaning and a distractor in sentence form.

Instructions: The tester will say: "Circle the sentence which means the same thing as the first sentence."

Keep your eye on the clock.
1. Put your eye next to the clock.
2. Watch the clock.

John lost his head when the ice broke.
1. John got excited when the ice broke.
2. John couldn't find his head when the ice broke.

Postassessment

Instructions: The tester will say: "You often see these phrases in your reading. Use each of them as you have seen them used before."

like an old hen
like a rabbit
black and blue
sweetness and cream

SAMPLE LESSON #32

Reading Skill

Identifying Figurative Language

Objective

Given a reading passage containing figurative language, the student will be able to point out and give other examples of the figurative language used.

Lesson

Two common types of figurative language are the *simile* and the *hyperbole*. A simile is a way of comparing ideas: "He ran *like* a deer." "She is *as good as* gold." Hyperbole means exaggeration: "He is stronger than ten men." "I'd give a million dollars for a smile." "I'd walk a mile, etc." Select the one type you plan to teach and have the student look the term up in the dictionary and write the definition. Discuss the definition to see if he understands it. Give the student a number of sentences containing figurative language. Ask him to identify those containing the type being taught in the lesson. Examples of such sentences are:

1. I've asked him a thousand times to stop running in the hall (hyperbole).
2. Wayne can run like a deer (simile).

After this practice, ask the student to identify as many examples of figurative language as he can from stories written at his reading level or from exercises that you have prepared.

Notes

SAMPLE LESSON #33

Reading Skill

Enjoyment of Stories Orally Presented

Objective

In order to derive full enjoyment from a story read to him, the student will act out the story, while it is being read, with hand puppets.

Lesson

Give the student puppets appropriate for a story of interest to him. Tell the student that you want him to act out a story with the puppets, as you read the story to him. Begin the story, and encourage participation by the student. Pause occasionally, at action points in the story, to allow the student to fully express himself via the puppets.

SAMPLE LESSON #34

Reading Skill

Selects Books Voluntarily

Objective

After having been told a story, pointing out the enjoyment of reading, the student will select a book which he finds of interest.

Lesson

Tell the student that books can do many things. They can teach, or take you to ball games, or to foreign countries, or they can take you back to the Wild West with the cowboys and Indians. Then tell the student a story, based on a book which should appeal to his interest. After the storytelling session, explain again that you found that story in a book. Show the student a preselected supply of books of varying interest, but on his reading level. Ask him if he would like to let a book tell him a story, or take him somewhere. Ask what he would like to do, and let him select a book to read that would fill the criterion. Tell him that to find out the story, he can read the book he has selected.

SAMPLE LESSON #35

Reading Skill

Shares Reading Experience

Objective

Given an opportunity to read freely, the student will voluntarily share the experience with others.

Lesson

The child should choose his own story to read silently and then share his story with other children by an activity he chooses—one of which might be making hand puppets from small paper sacks. Use scissors to cut holes for "arms" and crayons to make faces like each character. Show the child how the puppets work.

SAMPLE LESSON #36

Reading Skill

Reads To Solve Problems

Objective

Given a task, the student will voluntarily seek help through reading.

Lesson

Select a project such as planting seeds, building a model, making applesauce, or making clothes for a doll, which you and the student will do together. Collect books or pamphlets that are related to your project. Show the student that these materials may be used to help solve problems as you work on your project.

Some examples are: how-to-do-it books, recipe books, and specific directions as in the case of models and sewing patterns.

SAMPLE LESSON #37

Reading Skill

Magazines and Newspapers

Objective

Given the opportunity, the student will read from magazines and newspapers.

Lesson

Explain that magazines and newspapers help bring us the news of what is happening in the world. Tell the student that a special corner has been provided with some magazines and newspapers in which he may be interested. Encourage him to read some of these articles, and to try to find something that has happened recently which he will find interesting.

SAMPLE LESSON #38

Reading Skill

Adjusting Reading Rate for Different Materials

Objective

Given two different types of material, a book for recreational reading and a set of model car instructions and the model, the student will evidence the ability to adjust his reading rate, so as to meet the needs of the material.

Lesson

Explain briefly that for different purposes, people read at different speeds. If a person needs to remember what he is reading, or if he is reading instructions, he reads more carefully and slowly than if he is reading for fun.

Tell the student you have two things you want him to read. Show him the model car instructions, and a leisure-time book (appropriate level, such as *Cat-In-the-Hat*, or a Little Golden Book). Ask the student how he thinks he would have to read the instructions; the book; why he would have to read them differently.

Tell him that he can put the car together according to the instructions. After he has completed it, tell him to read the selected book, for the fun of it. Observe his reading for variations from reading patterns on instructions. Discuss the problem of reading everything too fast. Explain why following directions or reading for detail requires a slower rate of speed than just plain reading for fun.

SAMPLE LESSON #39

Reading Skill

Using a Picture Dictionary

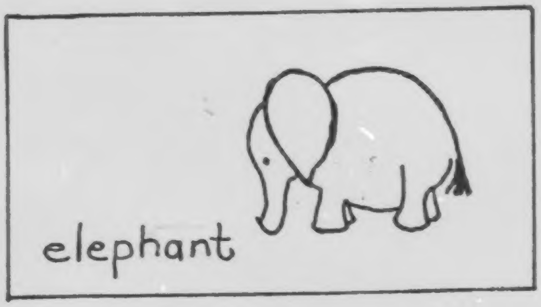
Objective

Given a picture dictionary and a word pictured in it, the student will find the correct picture.

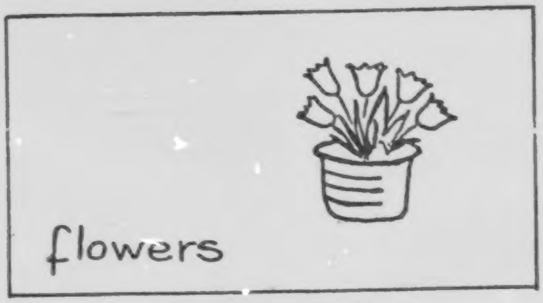
Lesson

Make a set of word and picture cards, and a set of corresponding word cards. For example:

elephant



flowers



Place word cards on a flannel board or pocket chart in alphabetical order. (Although alphabetical order is not a specific part of this lesson, words should be placed in that order to prepare for future lessons.) Scramble the picture cards and present them to the child one at a time. Ask him to find the word card that is the same as the word on the picture card.

#40 DIACRITICAL MARKS

Preassessment

Objective: The student will demonstrate his understanding of diacritical markings by correctly marking the long and short vowels in a list of familiar words.

Instructions: The tester will say: "In this list of words find the long and the short sounds of the vowels. Mark the vowels long or short as they would be marked in a dictionary. The silent vowels have been marked for you."

hug~~e~~
cub
hen
sit
fat
he
rock
ball
ho
gav~~e~~
lin~~e~~
cut~~e~~

Postassessment

Instructions: The tester will say: "These diacritical markings are frequently seen in a dictionary. By each marking, write a word which has that sound. Write the diacritical marking above the letter which has that sound."

ȇ ____________

ǎ ____________

ə ____________

ǔ ____________

ō ____________

SAMPLE LESSON #40

Reading Skill

Diacritical Marks

Objective

Given a list of the most common diacritical markings, or symbols printed over a vowel which show how the vowel is to be pronounced, the student will list a sample word to illustrate the sound of each one.

On the chalkboard list words which have a pronounced long or short vowel sound. The words should be familiar to the student. Ask him to mark the vowel long or short. Demonstrate the correct marks for each. Mark through the silent vowels. Examples of words to be marked:

fat
he
no

hen
cut~~e~~
gav~~e~~

Notes

#41 DICTIONARY GUIDE WORDS

Preassessment

Objective: Given two guide words and a list of words, the student will write only those words from the list that fit between the guide words in to alphabetical order.

Instructions: The tester will say: "Some of the words in the column below fit between the guide words, *frantic-free*. Place these words in alphabetical order. Do not include words which do not fit between the guide words in the alphabetical list."

frantic free

____

freedom
fraught
freaky
fray
frantically
frater
fraud
fragrance
frail

Postassessment

Instructions: The tester will say: "After each word, three sets of dictionary guide words are written. Circle the set of guide words you would find on the dictionary page upon which the word would be found."

boast	bob-bolt	board-boil	boar-boarding
contact	consume-contest	contain-contort	constant-consult
hero	heel-hen	here-hesitate	height-hem
jelly	jig-jolt	jag-jean	jar-jet
pull	prow-pry	public-pump	punch-put

SAMPLE LESSON #41

Reading Skill

Dictionary Guide Words

Objective

Given a list of guide words, the student will write a word which could be found under each pair of guide words.

Lesson

Examine a dictionary with the student, noting the two guide words at the top of each page and the entry words listed under them. Show the student a list of words headed by two facsimile guide words. Ask him to identify which particular words would be found under those guide words, and which would not. The guide words and word list might be:

frantic free

freedom
fraught
freaky
fray
frantically
frater
fraud
fragrance
frail

Next ask the student to list words which could be found under a given set of guide words. You might use his dictionary to list the guide words, having him write them as you dictate. Help him with the spelling if necessary. After each pair of guide words, ask him to write an entry word which could be found under those guide words. His list might look like this:

art — ashes ______________
behind — beneath ______________
corral — couch ______________
dire — disappoint ______________
duel — dwarf ______________

#42 USING A GLOSSARY

Preassessment

Objective: Given a textbook, the student will locate its glossary and copy three definitions it gives.
Instructions: The tester will say: "Find the glossary in this book and copy three definitions it gives."

The glossary is on pages ____ to ____.

It gives these definitions:

1.

2.

3.

Postassessment

Instructions: The tester will say: "Write a definition for each of these words listed in your science glossary."

amoeba

nuclear

mitosis

SAMPLE LESSON #42

Reading Skill

Using a Glossary

Objective

Given a textbook and a list of words found within its glossary, the student will locate the glossary and list the definition it gives for each word.

Lesson

Choose a social studies or science book at the student's reading level. Help the student locate the glossary at the back of the book. Explain that it contains definitions of words from the book which might be unfamiliar to the student. Ask him to choose an unfamiliar word from the book. Help him locate the word in the glossary. List several words from the glossary. Ask the student to write the glossary's definition of each word.

Notes

#43 ENCYCLOPEDIA INDEX

Preassessment

Objective: Given alphabetical listings and volume numbers of a set of encyclopedia, the student will locate specific topics.

Instructions: The tester will say: "Use this list of alphabetical listings and volume numbers to locate these topics in an encyclopedia."

A-Bi	Volume	I
Bi-De	Volume	II
De-El	Volume	III
El-G	Volume	IV
G-In	Volume	V
In-Lo	Volume	VI
Lo-Na	Volume	VII
Na-Q	Volume	VIII
R-Te	Volume	IX
Te-Z	Volume	X

Tahiti Volume ____________

Nigerian farming Volume ____________

Power dams Volume ____________

Atomic engines Volume ____________

Monarch butterfly Volume ____________

Postassessment

Instructions: The tester will say: "Locate the following topics in the index of your encyclopedia. Complete the volume, letter, and page information."

1. Information about the Egyptian pyramids is located in volume ________, letter ________, beginning on page ________.
2. Information about the Mexican pyramids is located in volume ________, letter ________, beginning on page ________.

SAMPLE LESSON #43

Reading Skill

Encyclopedia Index

Objective

Given an encyclopedia index, the student will locate specific topics within it.

Lesson

Examine an encyclopedia index with the student. Help him identify several words under which he might locate a specific topic. For example, he might look for information about George Washington under *Washington, United States Presidents, Revolutionary War,* or *Virginia.* Prepare a worksheet on which he is to write the volume, letter, and page where a specific topic can be found. Remind him that the guide words in the upper margin of the index page and the guide letters on the volume spines show the alphabetical range on the page or in the volume.

#44 RELATED TERMS IN USING ENCYCLOPEDIA INDEX

Preassessment

Objective: Given topic sentences, the student will underline key words which could be used to find additional information in an encyclopedia.

Instructions: The tester will say: "Underline the key words in these sentences, words which could be used to locate information in an encyclopedia."

Copper mining, both strip mining and pit mining, is one of Arizona's leading industries.

In limestone country, people enjoy the hobby of exploring caves or "spelunking."

The time zones, which have their initial zone in the meridian which passes through Greenwich, England, were designed by a Canadian named Fleming.

Postassessment

Instructions: The tester will say: "Underline the key words in these sentences, words which could be used to locate information in an encyclopedia."

The United Nations is an organization to which many countries of the world belong.

The U.S. Department of Agriculture helps farmers in the United States.

The alphabet has an interesting history.

SAMPLE LESSON #44

Reading Skill

Related Terms in Using Encyclopedia Index

Objective

Given a reading selection of factual material, the student will identify its related terms which may be used to locate additional information in any encyclopedia.

Lesson

Collect several factual articles on the student's reading level. These might be found in science books, social studies books, and children's newspapers and magazines.

Have the student read three or four of the articles. Discuss with the student the main topics and items in each article. From the articles, have the student list related terms which he could use to locate more information in any encyclopedia.

Notes

#45 FINDING SPECIFIC INFORMATION IN A NEWSPAPER

Preassessment

Objective: Given any daily newspaper, the student will identify its major sections.
Instructions: The tester will say: "Examine this daily newspaper and list its major sections."

Postassessment

Instructions: The tester will say: "List five articles from your newspaper for each of these types of newspaper items."

Local News	*Sports News*	*Women's News*
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

SAMPLE LESSON #45

Reading Skill

Finding Specific Information in a Newspaper

Objective

Given a newspaper, the student will find those sections to which the instructor directs.

Lesson

Give the student a newspaper. Help him to go through the newspaper, showing him the different sections: front page headlines, sports section, society section, comics, and classified ads. After he has become familiar with the paper, ask him to show you some stories in the paper, and some specific comic strips. Help him whenever he has difficulty. Show him how to find an item which continues on another page.

After the student appears to have mastered the newspaper, remove the practice paper and give him another issue. Ask him to find:

1. the sports section

2. the front page headlines

3. the comic section

#46 USING A MENU

Preassessment

Objective: Given a menu, the student will order lunch and write the cost of each item he ordered.

Instructions: The tester will say: "Read this menu and write a lunch order. You may have lunch, a drink, and dessert. Include the cost of each item you order."

MENU

Sandwiches				
	Ham	.50	Hamburger	.40
	Cheese	.40	Bacon & tomato	.55
	Hot dog	.35		
Beverages				
	Coke	.20	Milk	.20
	Chocolate milk	.25	Coffee	.15
	Iced tea	.20		
Desserts				
	Pie	.25	Ice cream	.20
	Cake	.20		
Plate lunches		$1.35		
	Meat — choice of one		Catfish, ham, roast pork	
	Vegetables — choice of three		Mashed potatoes, corn, squash, lima beans, carrots, applesauce	
	Salads — choice of one		Jello, tossed, slaw	

Postassessment

Instructions: The tester will say: "Read this menu and answer these questions about it."

MENU

Sandwiches				
	Ham	.55	Hot dog	.30
	Club	$1.25	Cheese	.40
	Hamburger	.35		
Beverages				
	Coke	.15	Coffee	.15
	Milk	.25	Tea	.10
Plate lunch		$1.35		
	Entrees — Ham, roast beef, fish			
	Vegetables - - choice of two		Green beans, corn, french fries, peas, cabbage	
	Salads — choice of one		Slaw, jello, mixed fruit	

---

1. How many items come with the plate lunch?
2. Which sandwich costs most?
3. What drink could you buy for a dime?
4. How many different kinds of meat could you order on the plate lunch?
5. How many salads come with one plate lunch?

SAMPLE LESSON #46

Reading Skill

Using a Menu

Objective

Give a menu, the student will select a complete lunch, a beverage and dessert, and will calculate the price of the meal.

Lesson

Instruct two children that they are going to play restaurant. Build up enthusiasm for the idea. One child will be a waiter (or waitress) and the other will be a customer. Provide a menu from a local restaurant, or make one. Explain that to play the game the child who is the customer must order from the menu. He must select his main course, what he wants to drink, and what he wants for dessert. Then he must order the food from the menu, pretend to eat, and figure out how much he owes the waitress. Give as much help as is needed for three trials.

To determine mastery of skill, allow the student to order a fourth time, without giving any aid.

Notes

#47 TELEPHONE DIRECTORY

Preassessment

Objective: Given information to be located in a telephone directory, the student will indicate whether it would appear in the classified or unclassified sections.

Instructions: The tester will say: "Some of these telephone listings would appear in the classified or yellow pages. Others would appear in the unclassified or white pages. Write 'white' or 'yellow' before each, depending upon which type of page it would appear."

______________ moving and storage
______________ Winters, Donald E.
______________ railroads
______________ gift shops
______________ Hunter, Margaret M.
______________ Chester, David Dale

Postassessment

Instructions: The tester will say: "Using this sample portion from a telephone directory, list numbers for the following places:"

1. Number to call a doctor
2. Address for place selling autos
3. Number to order flowers
4. Number to call for dinner reservations
5. Address of Mrs. Hess

Hendon, Fred	123 W. Maple	223-9520
Henson's Autos	805 South	421-6718
Herands' Service Station	421 2d	213-4516
Herbert, Philip M.D.	213 5th	217-5406
Herman's Candies	91 South	213-0721
Hershey, Jane	100 Bush	314-4560
Hess, Mary Mrs.	30 Down	217-6821
Hess Flowers	12 Edward	325-1121
Hett's Restaurant	616 Lincoln	225-2330
Hewman, John	352 State	321-4133

SAMPLE LESSON #47

Reading Skill

Telephone Directory

Objective

Given a telephone directory, the student will locate specific information within it.

Lesson

Examine the local telephone directory with the student. Begin by having him locate telephone numbers and addresses of people he knows. Ask him to locate the addresses and telephone numbers of the stores in which he or his mother shops. Read names of individuals and names of commercial concerns to him, asking him to locate them in the phone book. He may do this by telling you whether or not they would be in the white or yellow pages. Prepare a worksheet for the student on which you ask him to locate specific information. For example, he might be asked to find the following information:

1. Number to call a doctor
2. Number to order flowers
3. Address for place selling autos
4. Number to call for dinner reservations
5. Address of Mrs. Jones
6. Address of place repairing washing machines

Notes

#48 LIBRARY CARD CATALOG

Preassessment

Objective: Given a card from the card catalog of a library, the student will interpret the information therein.

Instructions: The tester will say: "Here is a card from a school library's card catalong. Answer all the questions about the card."

U.S. — Description and Travel

917.3 Steinbeck, John
Travels with Charley: in search of America.
Viking 1962. 246 p.

1 U.S. description and travel I Title

Is this an author, title, or subject card?
Who wrote the book?
What is the title of the book?
Who published the book?
When was the book published?
How many pages does the book have?

Postassessment

Instructions: The tester will say: "Here is a card from a school library's card catalog. Answer all the questions about the card."

F Dickens, Charles
DIC A Christmas Carol. Lippincott
1956. 50 p.
1. Christmas stories. 2. Ghost stories.
I. Title

Is this an author, title, or subject card?
Who wrote the book?
What is the title of the book?
Who published the book?
When was the book published?
How many pages does the book have?

SAMPLE LESSON #48

Reading Skill

Library Card Catalog

Objective

Given a list of books, the student will identify the type of card on which each book would be listed.

Lesson

Explain to the student that the card catalog of a library is arranged in alphabetical order. Ask him if he is familiar with three types of cards: subject, author, and title. Show him a drawing of a school library card catalog on which you have written the letters on the drawers. The letters might be:

A-B
C-F
G-H
I-K
L-M
N-P
Q-S
T-Z

Ask him where he would look to find a book about cats, a book titled *George Washington,* and a book written by Beatrix Potter. Explain the type of card on which each book would be found. Continue with this activity until the student can correctly identify the location and the three types of cards. Give the student a worksheet on which you have listed books for each type of card. Examples could be:

1. A card telling where to find books about baseball
2. A card telling where to find books written by Dr. Suess
3. A card for the book *African Adventure*

Ask the student to write "subject card," "author card," or "title card" after each book.

Notes

#49 USING THE TABLE OF CONTENTS

Preassessment

Objective: Given a reader, the student will demonstrate his ability to use its table of contents by identifying on which pages a specific story begins and ends.

Instructions: The tester will say: "Read this table of contents. Identify on which pages story #2 begins and ends."

Part III

1. The Pink Pumpkin	Thomas Peen	185
2. Bumble Bees Frolic	Francis Peters	198
3. The Dragon Kite	Stephen Hank	203
4. Why Is the Sea Blue	Nancy Williams	211

Postassessment

Instructions: The tester wil say: "Read this table of contents. Then answer the questions below it."

Part I

Too Big	Ruth Sawyer	10
The Running Bear	Tom Petterson	14
The clouds Are Gone	Jim Fine	20
New Girl in the Class	Charles Klein	25

1. What is the title of the last story?
2. On what page does it begin?
3. Who wrote the story?
4. How many stories are listed in Part One?

SAMPLE LESSON #49

Reading Skill

Using the Table of Contents

Objective

Given a book on his reading level and the name of a chapter in the book, the student will use the Table of Contents to find the page on which that chapter begins.

Lesson

Select a science or social studies textbook written at the student's reading level. Direct the student to the Table of Contents near the front of the book. Ask the child what he thinks this page is used for. Ask questions about the page until the child can show you exactly what that Table of Contents does for that book. Test his knowledge by giving him another book and ask questions to determine if he actually understands the use of a Table of Contents.

#50 CHECKING BOOKS FROM THE LIBRARY

Preassessment

Objective: Given a facsimile book card the student will complete it to check a book out from the library.

Instructions: The tester will say: "Complete this library card as it would look after you had checked a book out of the library. You will need three facts."

Stewart, John David		
Minerals and Rocks		
1.	2.	3.

Postassessment

Instructions: The tester will say: "Complete this library book card as though you were going to check the book out of a school library."

Book
Henry, The Happy Elephant
by John Greenfield
Pictures by Ann Burnam

Library Card

Title ____________________

Author ____________________

Name	Room	Date Due

SAMPLE LESSON #50

Reading Skill

Checking Books From the Library

Objective

Having chosen a library book he wants to read, the student will present the book to the librarian for checkout before taking the book from the library.

Lesson

After making arrangements with the librarian, take the student to the nearest library collection. A friendly conversation with the librarian, explaining that your student is a new library user, will make him feel at home. Ask the librarian to show the child the variety of books for children and to explain the checkout system to him. Have the child sign up for his own card. Allow him plenty of time to browse among the books and choose one that he wants. He may need your help in finding one at his reading level. Guide him through the process of checking out his book. Be sure he understands his responsibility for the book and when to return it.

Notes

#51 USING A CITY MAP

Preassessment

Objective: Given a map of the city, the student will locate prominent civic points.

Instructions: The tester will say: "Here is a map of our city. Put an *X* on the downtown area. Put two *X*'s on the neighborhood in which you live. Circle a park or place where you often play."

Postassessment

Instructions: The tester will say: "Use your pencil to draw the route I describe. Begin at your own block by marking an *X*. Draw a line to the block where your school is. Put an *O* on your school's location. Draw a line to the downtown Post Office. Mark its location with a *P*. From there draw a line to the City Hall Building. Put a *C* on the City Hall."

SAMPLE LESSON #51

Reading Skill

Using a City Map

Objective

Given a city map, the student will illustrate his understanding of direction by marking a described route.

Lesson

Help the student understand map directions by pointing out the symbols for the four directions. Ask him to locate items which are at the extreme North of the map and at the extreme South. Have him mark an *E* and a *W* on the extreme Eastern and Western points of the map. Ask the student to trace a route which you describe to him. Tell him to begin at the downtown post office and to go four blocks North, three blocks East, and three blocks South. Ask him to identify where his pencil route stopped. Ask him to trace the best routes from point to point; for example, from his school to the central library, or from his home to the nearest hospital.

#52 GLOBES

Preassessment

Objective: Given a globe, the student will locate three bodies of water for each of three specific continents.

Instructions: The tester will say: "Use your globe to list three oceans, rivers, or lakes found on or next to these continents."

Australia
1.
2.
3.

Asia
1.
2.
3.

South America
1.
2.
3.

Postassessment

Instructions: The tester will say: "On your globe trace with your finger the route I describe. John began his trip in the United States. He went to Mexico and then on to South America. He stopped in Venezuela. From there he crossed the Atlantic Ocean to Africa. He stopped in Egypt. He sailed across the Mediterranean Sea and landed in Greece. From Greece he crossed Asia and completed his journey in Cambodia."

SAMPLE LESSON #52

Reading Skill

Globes

Objective

Given a globe, the student will interpret its configurations by answering specific questions on its content.

Lesson

On a globe, locate with the student the land and water masses. Ask him to read the names of the continents and the oceans. Locate the equator and the hemispheres. Have him read the names of the poles. Ask him to locate two continents in each hemisphere — Northern, Southern, Western, and Eastern. Have him locate specific countries on each of the continents. Ask him to name the closest neighboring countries to a specific country.

#53 WORLD MAP

Preassessment

Objective: Given a world map the student will locate three countries for each of four continents.

Asia
1. 2. 3.

Europe
1. 2. 3.

Africa
1. 2. 3.

South America
1. 2. 3.

Postassessment

Instructions: The tester will say: "Use your map to help you with the following lists."

Northern Hemisphere
Southern Hemisphere
Western Hemisphere
Eastern Hemisphere

List three countries, two continents, and one ocean located in each hemisphere.

SAMPLE LESSON #53

Reading Skill

World Map

Objective

The student will illustrate his understanding of a world map by stating factual information about a specific country.

Lesson

Show the student a globe and ask him to compare it with a map of the world. Help him to join the map points by rolling the map into a cylinder. Explain that a world map is a flat representation of a globe. Have the student locate the poles and the equator on the globe and then on the map. Help him locate the major bodies of water and the continents. Have him find these same geographical points on the globe. Point to specific countries on the globe. Ask the student to locate the same countries on the world map and to give two facts about each country — one of the country's rivers, one of its neighboring countries, one of its mountain ranges.

SAMPLE LESSON #54

Reading Skill

Diagrams

Objective

Given any diagram, the student will interpret the information given by answering specific questions on its content.

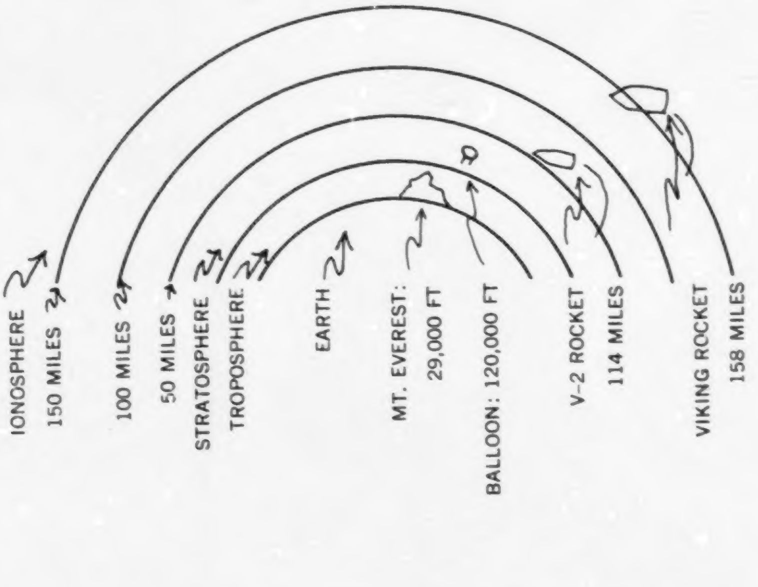
Lesson

Have the student make a diagram of his house. Discuss with him the size and arrangement of the rooms. Ask him to draw the largest room first and the others in relative proportion. Have him label the various rooms and the front and rear of the house. Read a set of sentences to the student. Ask him to draw the diagram the sentences suggest. The sentences might be:

> The spring came up in front of the house. It came up from the ground water. First it passed through a layer of volcanic rock. Next it passed through a layer of limestone. Then it bubbled out above the ground.

Have the student draw and label the spring, the ground water, the volcanic rock, and the limestone.

After the student has successfully drawn a diagram, ask him to interpret a more complex diagram. Show him a diagram similar to this:


IONOSPHERE
150 MILES
100 MILES
50 MILES
STRATOSPHERE
TROPOSPHERE
EARTH
MT. EVEREST:
29,000 FT
BALLOON: 120,000 FT
V-2 ROCKET
114 MILES
VIKING ROCKET
158 MILES

Ask him questions concerning the content of the diagram.

Which rocket reached highest above the earth?
About how many miles above the earth did the balloon travel?
What is the layer of air next to the earth's surface called?

Notes

#55 UNITED STATES MAP

Preassessment

Objective: Given a globe, the student will locate three bodies of water for each of three specific various States.

Instructions: The tester will say: "Use this map to complete the information table below."

	State lying north	State lying south
Indiana		
North Carolina		
New York		
Wyoming		
Oregon		

Postassessment

Instructions: The tester will say: "You may use this map to help you. List three rivers in the eastern part of the United States. List three mountain ranges west of the Mississippi River. List three cities in New York State. List three States that border Colorado."

SAMPLE LESSON #55

Reading Skill

United States Map

Objective

Given a map of the United States, the student will illustrate his ability to read map symbols by correctly locating lakes, mountains, and rivers.

Lesson

Point out to the student the map symbols for lakes, mountains, and rivers as shown on a particular map of the United States. Help him to locate one mountain, one lake, and one river. Ask the student to use the information from the map to list mountain ranges, lakes, and rivers of the United States. Have him locate five examples for each geographic category.

#56 BUS SCHEDULE

Preassessment

Objective: Given a bus schedule, the student will answer specific questions illustrating his understanding of its content.

Instructions: The tester will say: "Use this portion of a bus schedule to answer these questions."

Centerville	Oaktown St. Charles	Columbia

Down				Read Up
9:00	Lv	Centerville	Ar	4:23
9:22	Ar	Plainview		4:01
9:40	Lv	Oaktown		3:43
9:52		Roseland		3:31
10:15		Garvis		3:05
10:42		St. Charles		2:31
11:02		Delhi		2:03
11:37		Jamestown		1:28
12:05	Ar	Columbia	Lv	1:00

1. Jane went from Plainview to Jamestown. How long was she on the bus?
2. If Jim left Delhi on the afternoon bus, what time would he arrive in Plainview?
3. A person going from Columbia to Garvis would stop in how many towns?

Postassessment

Instructions: The tester will say: "Use this portion of a bus schedule to complete this driving time table."

from Roseland to St. Charles ____________minutes
from Centerville to Columbia ____________minutes
from Jamestown to Petersburg ____________minutes

DOWN		
11:00	Lv	Centerville
11:23	Ar	Roseland
12:01		St. Charles
12:18		Columbia
12:32		Jamestown
1:07		Dix
1:28		Petersburg

SAMPLE LESSON #56

Reading Skill

Bus Schedule

Objective

Given a bus schedule, the student will correctly complete an information chart concerning its contents.

Lesson

Give the student a bus schedule. Point out its key and discuss the symbols used in the schedule with him. Ask him departure and arrival times for various cities. You might use such questions as these:

When does the bus leave Danville for Oaktown?
When does this bus arrive in Springfield?
What is the next stop of the bus that leaves Danville at 9 o'clock?

Prepare an information chart of driving times from town to town as shown on the bus schedule. Have the student complete the information chart by writing the driving times. The table might be like this.

	Driving Time
from Oaktown to Springfield	____________minutes
from Danville to Greenburg	____________minutes
from Lakeville to Rockland	____________minutes

#57 LOCATING SPECIFIC PLACES ON A NEIGHBORHOOD MAP

Preassessment

Objective: Given a map of the neighborhood, the student will locate his home, school, and shopping area.

Instructions: The tester will say: "On this neighborhood map, mark the location of your house with an *H*. Mark your school's location with an *S*. Mark the store you shop in most often with a *G*.

Postassessment

Instructions: The tester will say: "On this neighborhood map draw the route you follow from your house to school."

SAMPLE LESSON #57

Reading Skill

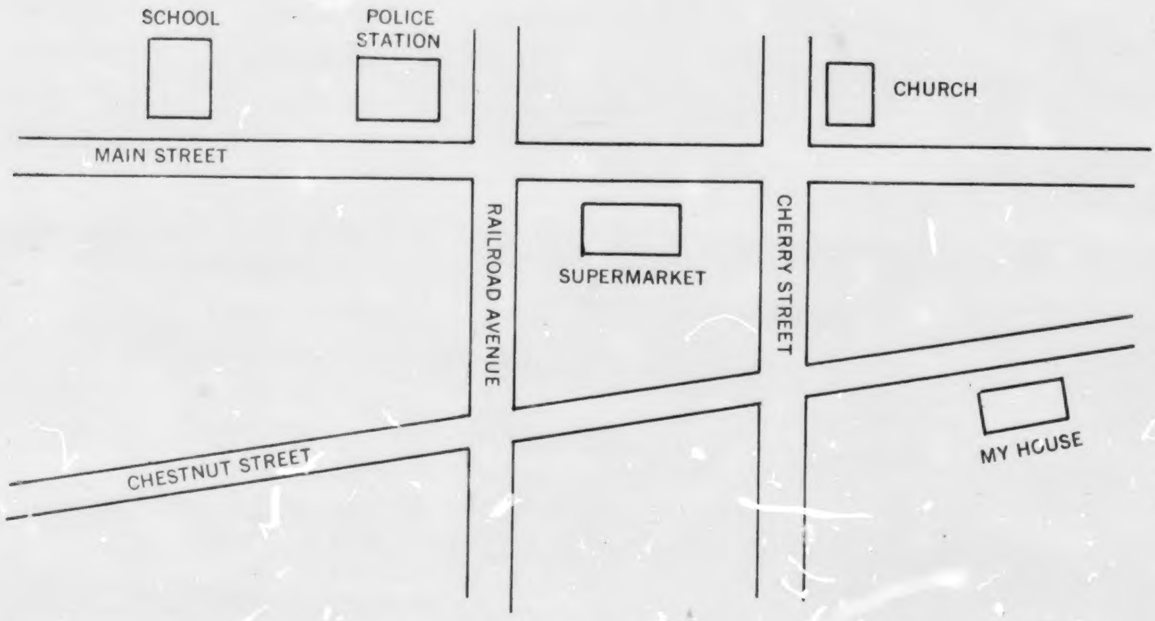
Locating Specific Places on a Neighborhood Map

Objective

Given a simple map of his neighborhood, the student will be able to point out common locations such as schools, parks, the firehouse, etc.

Lesson

Draw a map of the student's immediate neighborhood. Locate common landmarks by picture drawings. For example:


SCHOOL
POLICE STATION
CHURCH
MAIN STREET
RAILROAD AVENUE
SUPERMARKET
CHERRY STREET
CHESTNUT STREET
MY HOUSE

Help the student find where his house is located and mark it on the map. Have him locate the school or other prominent landmarks. Tell him to trace with a pencil how he would walk from his home to these locations. Can he name the streets he would use? Help him by marking them together on the map.

Notes

#58 SUMMARIZING

Preassessment

Objective: Given facts pertaining to one subject the student will organize them by writing a short summary of their content.

Instructions: The tester will say: "Organize these facts by writing a short summary of their content."

1. The Iroquois tribe was very large and powerful.
2. They had a society in their tribe in which the members wore false faces or masks.
3. They lived in parts of New York State.
4. They believed that their false faces gave them the power to do good deeds.

Postassessment

Instructions: The tester will say: "Read this paragraph. Then combine all the underlined words in a one-sentence summary."

It's amazing how many fans think that the long windmill type of windup used by a baseball pitcher is intended to confuse the batter. Most experts will tell you that when the windup is done correctly, it limbers up the pitcher's muscles. Also, it gives the ball more snap when it leaves the pitcher's hand.

SAMPLE LESSON #58

Reading Skill

Summarizing

Objective

The student will summarize a paragraph by listing its main idea and supporting details.

Lesson

Provide the student with a science or social studies book on his reading level. Read the title and subtitles of a chapter to the student, asking him what the author might say in that particular section. Read adjoining paragraphs to the student and ask him to select a title for them. Read a paragraph to the student. Help him state the main idea of the paragraph. Ask him to give details which support this idea. Assign paragraphs to the student. Give him two sets of cards, one large and one small. Ask him to write the main ideas of the paragraphs on the larger cards, and the details on the smaller cards. Have him place the same number on the cards for a particular paragraph.

#59 CLASSIFYING

Preassessment

Objective: Given an article in which items are classified, the student will illustrate the classification.

Instructions: The tester will say: "Read this article about plants. Draw a line from each plant to the classification under which it belongs."

Man makes use of many kinds of plants. Early in the spring we await the first strawberries, radishes, and lettuce. Later, plants give us tomatoes, corn, and green beans. We can enjoy them canned or frozen anytime in the year.

Some plants are worn rather than eaten. Did you know the cotton in your clothes once grew on a plant? Your mother's linen tablecloth was once part of a flax plant. We don't wear or eat trees and grass, but they do make life more pleasant. Trees give us shade; and grass, beauty. Some plants, however, are problems to man. Have you ever had poison ivy? A bad case can be painful and dangerous. If you live in the West, look out for poison oak! We all know weeds can cause trouble. Johnson Grass chokes out useful plants. Many people have hay fever from ragweed.

Ragweed
Tomatoes
Strawberries
Cotton
Poison Ivy
Poison Oak
Flax
Trees
Corn
Green Beans
Johnson Grass

Plants man likes

Plants man eats

Plants man dislikes

Postassessment

Instructions: The tester will say: "Classify each item under its appropriate heading."

Headings

1. American Revolutionary War
2. American Civil War

Items

a. Taxation imposed by England
b. General Grant at Appomattox
c. Declaration of Independence
d. Winter at Valley Forge
e. Lincoln as President
f. Freedom for the slaves

SAMPLE LESSON #59

Reading Skill

Classifying

Objective

Given two headings and a list of items, the student will classify each item under its right heading.

Lesson

Provide the student with a worksheet containing three columns. Write the name of a general category at the top of each column. Give the student a list of words naming items that can be placed in one of the three general categories. For example:

Worksheet

food   shelter   clothing

Word List

tent
hat
house
apple
milk
sweater
cave
shirt
orange

Have the student write each word from the list in the category on the worksheet in which the item named by the word would fall.

Notes

#60 SIMPLE OUTLINING

Preassessment

Objective: Given an article and the main ideas of each paragraph, the student will complete an outline.

Instructions: The tester will say: "Read this article and complete its outline."

Moving air makes energy. This energy is used by windmills to pump water. It might blow a hat off your head. The wind blows seeds from one place to another. It moves sand on beaches and in the desert.

Moving water makes energy, too. Once it ground flour from wheat. It is used now to make electricity. Rivers are dammed up. The water turns generators.

Main idea: *Moving air makes energy*

Details: 1. ______________________
2. ______________________
3. ______________________
4. ______________________

Main idea: *Moving water makes energy*

Details: 1. ______________________
2. ______________________
3. ______________________
4. ______________________

Postassessment

Instructions: The tester will say: "List under each heading of an outline the phrases that belong with it in the article."

A modern school building is very different from a one-room school. The classrooms are large and brightly colored. Often each room has a sink and fountain. There are many classrooms in every building.

Modern schools have special rooms. Science rooms have sinks and extra lights. Language rooms have listening stations for each pupil. Music rooms have stands and a piano.

Classrooms	*Special Rooms*

Large and brightly colored
Listening stations
Pianos and stands
Own sink and fountain
Sinks and extra lights
Many in a building

SAMPLE LESSON #60

Reading Skill

Simple Outlining

Objective

Given a reading selection at his reading level, the student will be able to identify at least two major subheadings, and at least two specific facts under each of those subheadings.

Lesson

Select a story that the student can read which contains a number of characters who are doing different things. Tell the student that you want him to read the story and then tell it to you. Suggest that one way to make sure that he remembers the story is to write down the important parts. Indicate that in the story he is to read there are a number of important characters he should remember. Also, he should remember what those characters are doing.

Provide the student with a worksheet such as the one below:

A. Important Characters
    1.
    2.
    3.
B. List of Activities
    1.
    2.
    3.

After the student has finished reading the story and before he tells it to you, ask him to name the important characters under A, and the different activities under B. If the student has difficulty writing the information, provide whatever help he needs. Explain that a list of such important information is called an outline.

Now ask the student to tell you the story. Show him how to use his outline to help remember the important facts.

APPENDIX

Dolch Word List

Dolch Word List

Column I	*Column II*	*Column III*	*Column IV*	*Column V*
and	at	all	an	find
are	away	am	after	gave
can	big	around	as	got
come	blue	black	be	has
funny	down	but	brown	know
go	for	by	cold	let
he	good	call	did	live
is	green	came	fly	made
jump	have	do	from	many
like	here	eat	give	may
little	in	fast	going	new
look	it	get	had	now
my	me	going	help	over
of	not	into	him	put
play	on	make	her	that
red	one	no	his	them
run	ran	old	if	then
said	saw	out	its	they
see	three	was	round	walk
the	too	who	so	when
this	we	she	soon	went
to	will	some	ten	were
up	yellow	stop	under	what

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